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ABSTRACT

Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visits to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a 2-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and posttesting. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined. (GEB)

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March 1, 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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The success of this project depended in large measure upon the interest and cooperation of many individuals and agencies. The project staff is indeed grateful for the cooperation of the 28 agencies which participated in the job analysis and to the 329 staff members who completed questionnaires. We are also grateful to the professionals in the field who assisted us in developing the educational/experience ratings.

The staff is greatly indebted to the recreation staff members in the primary training sites, Bellevue Hospital Center, Goldwater Memorial Hospital and Montefiore Hospital and Medical Center for their invaluable assistance as on-the-job trainers and to the recreation staff members in the additional agencies who supervised trainees during their three-week field placement experience.

The wholehearted interest and cooperation of the recreation educators, consultants and practitioners who participated in the work conference to develop a recommended career lattice, job specifications and content outline for the short-term training program is gratefully acknowledged as is the valuable assistance provided by the high school and community college curriculum specialists.

The project staff is particularly grateful for the guidance, support and active involvement of all the members of the Advisory Committee.

We also extend our profound appreciation to the trainees whose unbounding enthusiasm and determination to succeed, in spite of often overwhelming problems, were a constant source of inspiration. They proved to us, beyond any doubt, that the purpose and goals of this project are sound and must be pursued by the entire recreation profession.

SUMMARY

Purposes of this study were to: define the roles and functions of paraprofessional recreation personnel in hospitals, extended care facilities, homes for the aged and municipal recreation departments; develop educational programs to prepare individuals for work at the various levels identified; and demonstrate and evaluate a short-term intensive training program.

Visits to 28 job analysis sites were completed utilizing a comprehensive questionnaire and follow-up visits. Agencies cooperating in the study included one county and five municipal recreation agencies and recreation departments in 22 hospitals, extended care facilities, homes for the aged and state institutions. A total of 79 job tasks and functions were identified.

Analysis of questionnaires completed by high school graduates or equivalent revealed that they were performing 41 job tasks and functions. Twelve were clerical in nature, ten related to direct leadership, seven to maintenance of equipment and facilities and safety, three to supervision, three to general recreation functions and six were classified as miscellaneous. In general, it was found that job task characteristics remained the same regardless of type and location of agency. Possibilities for upward mobility were found to be limited or non-existent.

A two-day conference attended by 20 recreation educators, consultants, experienced practitioners and recreation assistants resulted in a working model for a career lattice in recreation; sample job descriptions; suggested educational and experience requirements for the first three levels of the proposed career lattice; and suggested content for a short-term intensive training program.

A short-term training program, utilizing a field teaching approach, was developed and conducted with two groups of trainees. The training period for the first cycle was full time, five days per week for 13 weeks. After one week of orientation at the University, the trainees were divided into three groups, each with its own full-time instructor. Each group spent three weeks in each of three different treatment settings combining classroom work with on-the-job training. During the last three weeks of the program, trainees were placed in a variety of agencies for a full-time, supervised field-work experience. The orientation period was increased to two weeks for the second cycle thus increasing the total program from 13 to 14 weeks.

Evaluation procedures used were: (1) pre- and post-testing of attitudes towards disabilities, knowledge of recreation activities, leadership methods and recreation programming; (2) daily logs kept by trainees and instructors; (3) evaluation of trainees' performance at the end of each three week period; and (4) trainee evaluation of training program and agency training experience.

Twenty-five unemployed or underemployed persons were referred to the first training cycle by state employment, vocational rehabilitation, welfare, and anti-poverty agencies. Twenty-one persons entered and 13 completed the program. Twenty-seven were referred to the second cycle, 25 entered and 19 completed the program.

Results. Analysis of pre- and post-test scores of the 32 trainees completing the program revealed few significant changes in attitudes towards disabled persons; some increase in knowledge of recreation activities and leadership methods; and significant increase in self-concepts relating to ability to organize and conduct programs and handle emergencies.

In general, trainees felt the training program was a valuable experience and, for the most part, prepared them adequately for work as recreation assistants in programs serving ill and disabled persons. Personnel in the training and hiring agencies were impressed with the general performance of most trainees.

At the time of the last follow-up of the 32 trainees completing the program, 15 were employed full-time in recreation positions, three were employed in other jobs, two were attending school full-time, four had entered other training programs, five were still unemployed, and three could not be located. All of the 15 persons employed in recreation positions had received at least one raise in pay and their salaries ranged from $115 to $155 per week.

Meetings with secondary school curriculum specialists resulted in a suggested cooperative education program in recreation leadership.

Conclusions and recommendations.- Project staff, consultants and Advisory Committee members felt that the population served by the training program responded well and for the most part were stimulated by their experiences to aspire to careers in recreation or other human services. They also agreed that the field teaching approach was an effective method of preparing paraprofessionals for entry level positions as well as upgrading individuals currently employed in such positions.

It was agreed by all concerned that future training programs directed to disadvantaged populations should incorporate remedial work in reading and writing; include a staff member experienced in personal counseling and referral work; and include more information and work experience concerning recreation service to geriatric patients.

All concerned recommended that: (1) the training program should be further revised and refined in order to design a training manual in which the content is divided into modular rather than consecutive units; and (2) development and demonstration of the recommended cooperative education program for high schools should be pursued.

DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED

I. INTRODUCTION

It is generally accepted today that recreation is a vital motivational and health force in programs for total care of aged and ill persons; a force which can give new meaning to living and encourage greater independence and self-reliance. In fact, it is considered so important that regulations regarding approval of institutions for medicare funds require the provision of professionally supervised activity programs. However, the major drawbacks to expansion in this field have been limited funds, lack of trained personnel and lack of short-term training programs for para-professional personnel.

In addition to the growing demand for recreation services in institutions, municipal recreation departments are experiencing increasing pressure from local and national health organizations as well as the public at large to provide services for disabled children and adults and senior citizens.

The National Recreation and Park Association recently completed a national manpower supply and demand study which revealed a large gap, which is expected to increase, between demands for service and available trained manpower to carry out the services.

A new Medicare regulation of the New York State Health Department states that extended care facilities, in order to qualify for Medicare funds, must provide an activity program of at least ½ hour a week per bed.

The most recent figures show that there are in New York State a total of 30,576 nursing home beds and 78,570 hospital beds now covered by Medicare. The number of beds located in the New York City area, which includes Nassau County, and in the White Plains area are as follows:

AREA	NURSING HOME BEDS	HOSPITAL BEDS
New York City	15,871	43,125
White Plains	6,457	12,293

It is estimated that only about 50% of the institutions which these beds represent currently have adequately trained staff conducting activity programs. Since these figures indicate a need for 1,000 persons and since one-half of these positions are either not filled or are filled by untrained persons, there is a need for 500 trained recreation assistants in New York State alone.

The demand for trained personnel to staff both emerging and expanding programs is expected to increase considerably in the field, and patient care programs and community based programs for special groups may be underdeveloped, if not delayed, for several years to come.

A recently completed survey conducted by the National Recreation and Park Association, revealed that there are now 50 junior colleges in the United States and Canada offering a curriculum designed to prepare individuals to enter the field of recreation. However, there is little information concerning how these curricula were developed or on what rationale they are based. In New York City, Manhattan Community and Kingsboro Community Colleges have recreation curricula and Kingsboro offers one course and field work experience in therapeutic recreation.

Although there are college and university training programs for recreational personnel, these courses appeal mainly to individuals on the bachelor's degree level and above, who will assume supervisory and administrative responsibilities for recreation programs. There is no possibility that these degree programs can meet the emerging need for trained personnel to engage in day to day contacts with patients. As a consequence, a nationwide demand is appearing for post-secondary school training programs (at a community college or vocational training level) to prepare personnel to fill the growing number of para-professional jobs.

Career opportunities in therapeutic recreation in a variety of settings are expanding rapidly at all levels, from activity leadership to supervisory and administrative positions. Many of these positions remain unfilled because of the existing lack of trained personnel. Recreational activity programs in all of these settings provide a promising area for para-professional entry jobs. The New York State Department of Mental Hygiene has established a career ladder for recreation personnel and discussions are underway to establish a career ladder at the New York University Medical Center. The National Therapeutic Recreation Society recently revised its by-laws to permit persons with less than a college degree to become active, voting members of the Society. Also, the National Recreation and Park Association has committed itself to the development and promotion of the New Careers concept in all related areas of the recreation and park administration fields.

New careers legislation has sparked a number of studies and projects aimed at developing career ladders for subprofessional and technical personnel in the health, education, and welfare fields. This concept, rapidly gaining recognition and acceptance throughout the country, has necessitated a close examination and analysis of the many professional jobs in these fields in order to define those job functions and tasks which can and should be carried out by para-professional personnel at various levels.

The purpose of this project was to analyze the role and function of the recreation assistant in programs serving disabled persons; demonstrate a method of providing short-term, post-secondary school vocational training; and develop specific recommendations for curriculum development in community colleges and secondary schools.

II. JOB ANALYSIS

A. The Problem

The purpose of the first phase of the New Careers Project was to carry out a functional job analysis in a variety of settings and to define the roles and functions of paraprofessional recreation personnel in hospitals, extended care facilities, municipal recreation departments and senior center programs.

To date, because it is a relatively new profession, there has been no functional job analysis carried out in the field of recreation. There has been no accreditation of college and university curricula and, until recently, no single professional organization which represented the cross-section of people employed in this complex and rather ill-defined profession. As a result of all these factors, educational requirements for personnel vary considerably from setting to setting, based primarily on the immediate availability of trained personnel rather than on any standards established by the profession on a nation-wide basis.

In a community that has few, if any, people available with undergraduate or graduate degrees in recreation or a closely allied field, a person with some college background might be hired to do a job that is very similar to a job carried out by a college graduate in another community. Thus, in order to clearly define those tasks and functions which can be carried out by paraprofessionals, a functional job analysis was conducted of all related recreation jobs at all levels in an sample of representative agencies.

B. Methods

Visits to 28 job analysis sites were completed utilizing a comprehensive questionnaire (see Appendix I), and follow-up visits. Agencies cooperating in the study included one county and five municipal recreation agencies and recreation departments in 22 hospitals and state institutions. A total of 79 job tasks and functions were identified.

In addition to the job analysis, interviews were conducted with top administrators and supervisory recreation personnel in each agency concerning their personal view of recreation and its role in the total program of the agency; the agency's experience with recreation aides, and their recommendations concerning the training of such personnel. Job analysis data was analyzed to identify:

- Characteristics common to each type of job wherever it is found.
- Characteristics of the jobs as they function in the various types of agencies.
- Characteristics of the jobs which seem indigenous to small numbers or groups of agencies, e.g.- those of a certain size, location, or character.

- Constellations of job tasks that require no, little, or moderate academic or vocational preparation.
- Possibilities for upward mobility.

A rating form was designed to permit matching of each job task and function with one of six combinations of education and work experience. Three sets of the rating form were sent to 18 experts in therapeutic and public recreation, some of whom had participated in the job analysis phase of the project. They were asked to match each job task with the education/experience combination they felt represented a minimum acceptable combination. They were further asked to perform the matching task three times for three different degrees of disability - moderate, severe and multiple. (See Appendix II).

Based on information derived from the job analysis data and expressed opinions of the 18 experts, tentative job descriptions were written for recreation assistant, leader and supervisor.

A two-day conference was held February 27 and 28, 1969, attended by project staff, 20 recreation educators, consultants and experienced practitioners, and five persons currently working as recreation assistants. The purpose of the conference was to discuss the findings of the study to date and make recommendations concerning: 1) content of the short-term training program to be demonstrated during the second year of the project; 2) assist in development of job descriptions and specifications for various levels of jobs; 3) make recommendations concerning models for career ladders and lattices; and 4) make recommendations concerning content of community college and high school curricula in recreation. (See Appendix IX for list of participants).

Analysis of material which came out of the two-day conference resulted in:

1) a working model for a carrer lattice in recreation;

2) sample job descriptions developed in relation to the suggested career lattice model; and

3) development of content for the short-term training course.

A one-day workshop with vocational education and junior college curriculum specialists was held several weeks later to discuss the feasibility of developing a recreation curriculum at the high school level and to obtain expert opinions as to the possible directions this development should take. (See Appendix X for list of participants).

C. Significant Findings

Job Analysis Questionnaires.- Analysis of the questionnaires revealed that of 329 total replies, 309 were usable for further analysis and 20 could not be used because of insufficient information.

Table 1 shows the educational breakdown of the 309 respondants.

Table 1

Educational Levels of Respondants
of Job Analysis Questionnaire

Level of Education	No. of Respondants	% of Respondants
Master's Degree	29	9.38
Bachelor's Degree	106	34.30
A.A. Degree	4	1.30
Some College	76	24.60
Specialized Training	20	6.47
High School Diploma or Equivalency	74	23.95
TOTAL	309	100.00

Table 2 shows the length of time that high school graduates or equivalent have worked on their present jobs.

Table 2

Length of Time High School Graduates or
Equivalent Have Been on Present Job

Length of Time	No. of Respondants	% of Respondants
Under one year	36	48.65
1 to 5 years	22	29.73
6 to 10 years	11	14.87
11 to 15 years	2	2.70
16 years and over	3	4.05
TOTAL	74	100.00

Range of years - less than 1 to 19.
Average time on job - 3 years.

Analysis of questionnaires completed by the high school graduates or equivalent showed that they are currently carrying out 41 job tasks and functions which could be categorized as follows: clerical (12); maintenance of equipment and facilities (3); job functions relating to safety (4); general recreation functions (3); leadership functions (10); supervisory functions (3); and miscellaneous (6). (See Appendix III for list).

Analysis of responses to the question "What tasks require less education than you have" revealed the following pattern:

1) regardless of their level of education respondants clearly felt that tasks relating to cleaning, maintenance and clerical work required less formal education than that completed by the respondants;

2) some respondants with M.A.'s, B.A.'s or some college felt that conducting arts and crafts or sports and some activities required less education;

3) some respondants with B.A.'s and H.S. diplomas and a few with M.A.'s, some college or special training, felt that transporting patients and serving refreshments require less education. (See Appendix IV for complete breakdown).

Analysis of replies to the question "What tasks require more education than you have" revealed the following patterns:

1) respondants at all levels feel they need information about psychology and human behavior;

2) a number of respondants with B.A.'s, some college or high school diplomas, expressed a need for more information about recreation techniques;

3) somewhat more or less than half of the respondants at each level felt that none of the tasks they are currently doing require more education than they have. (See Appendix V for complete breakdown).

In general, it was found that job task characteristics remained the same regardless of type and location of agency. The major differences found related to size of recreation staff in relation to size of population served. In a one-man or two-man department serving 200 to 400 clients, each staff member performed a larger variety of job tasks than did staff members in larger departments serving 500 or more clients. This was true even when the ratio of staff to clients was actually higher than one to 200 or 300.

Possibilities for upward mobility were found to be limited in most agencies and non-existent in some smaller institutions. Analysis of the questionnaire data revealed that nearly 1/3 of the respondants were working "out of line" in that they were expected to perform duties and functions usually assigned to workers one or more levels above the current status of those respondants.

Analysis of Educational/Experience Rating Forms.- Eighteen raters (out of 18) completed and returned job task - educational/experience - rating forms. The ratings given by each rater for the three degrees of disability were compared, using ratings for "multiple" disabilities as the basis for comparison. "Multiple" ratings were chosen as the base on the assumption that patients with multiple disabilities would present the most challenging problems to recreation workers and, therefore, would require the highest qualifications in terms of education and experience.

Analysis of the questionnaire results did not fully justify this assumption.

The number of tasks for which each rater gave different ratings for "moderate" and "severe" disabilities as compared to his (or her) ratings for "multiple" disabilities were determined, as summarized below:

	No. of Raters
"Moderate," "severe" and "multiple" rated the same	3
"Moderate," "severe" and "multiple" rated the same, with very few exceptions	3
"Moderate," and "multiple" rated the same - "severe" different	1
"Moderate" and "severe" rated the same - "multiple" different	1
"Severe" and "multiple" rated the same - "moderate different	3
"Moderate," "severe" and "multiple" rated appreciably different	7

The trend (mode) was determined for each of the 79 tasks included on the "multiple" disabilities questionnaires. Both primary and secondary modes were determined. Numerical values were assigned to the degrees of education and experience, namely A=1, B=2, C=3, D=4, E=5, and F=6, and arithmetical mean averages were computed. (See Appendix VI for distribution of modes and mean for each job task). The results of this analysis are tabulated in Table 3.

Table 3

Average Number of Tasks Assigned by Education/Experience Levels
Number of Tasks Assigned to Each Level

Type of Measure	(A) H.S. Only	(B) H.S. plus Experience	(C) 2 years College	(D) H.S. or Col. plus Specialty	(E) Bachelors Degree	(F) Masters plus 2 years Exper.
Primary Mode	3	22	6	16	29	15
Secondary Mode	5	13	24	9	18	11
Trend (as combination of modes and arith. mean)	3	14	12	23	18	9

(See Appendix VII for list of specific job tasks assigned to the various education/experience levels by raters).

Results of Two-day Conference. - Implications of the above findings were discussed at a two-day conference. The total group was divided into four work groups with identical assignments. Though there were, of course, some differences among the groups, each group reported recommendations concerning: 1) broad job descriptions; 2) possible models for a career lattice; and 3) content to be incorporated in the short-term training program.

Based on an analysis of the field investigations and the opinions of experts in recreation, a working model of a career lattice was developed (see page 9). It was felt that such a career lattice should be at least three-pronged to provide vertical, horizontal and diagonal mobility and should be flexible enough so that agencies could adapt part or all of it according to their needs. It was recognized that, depending on the size of the agency, there may be other levels necessary between those of generalist and supervisor or between supervisor and administrator.

In reference to the maintenance and clerical aspects of the career lattice, it was found that these positions existed basically in large public recreation departments and in some large institutions, but not in small hospitals. These positions were not thoroughly investigated or observed in this study. However, realizing the potential or feasibility of such positions within a large organization, sample job descriptions at the entry level were developed from information supplied by experts in the field. It was thought that if these positions were developed, many supportive tasks now being performed by administrators, supervisors and program leaders could be delegated to specially trained and prepared personel. Career opportunities could thus be developed for those who are not interested in positions in program areas.

Following are the educational and experience requirements suggested by the group for the first three levels of the proposed career lattice.

Assistant I - Trainee

(1) High school student in cooperative training program.
(2) Adult in short-term intensive training program.
(3) New employee, high school diploma or equivalency preferable, enrolled in formal in-service training program (six months or more).

Assistant II - Program

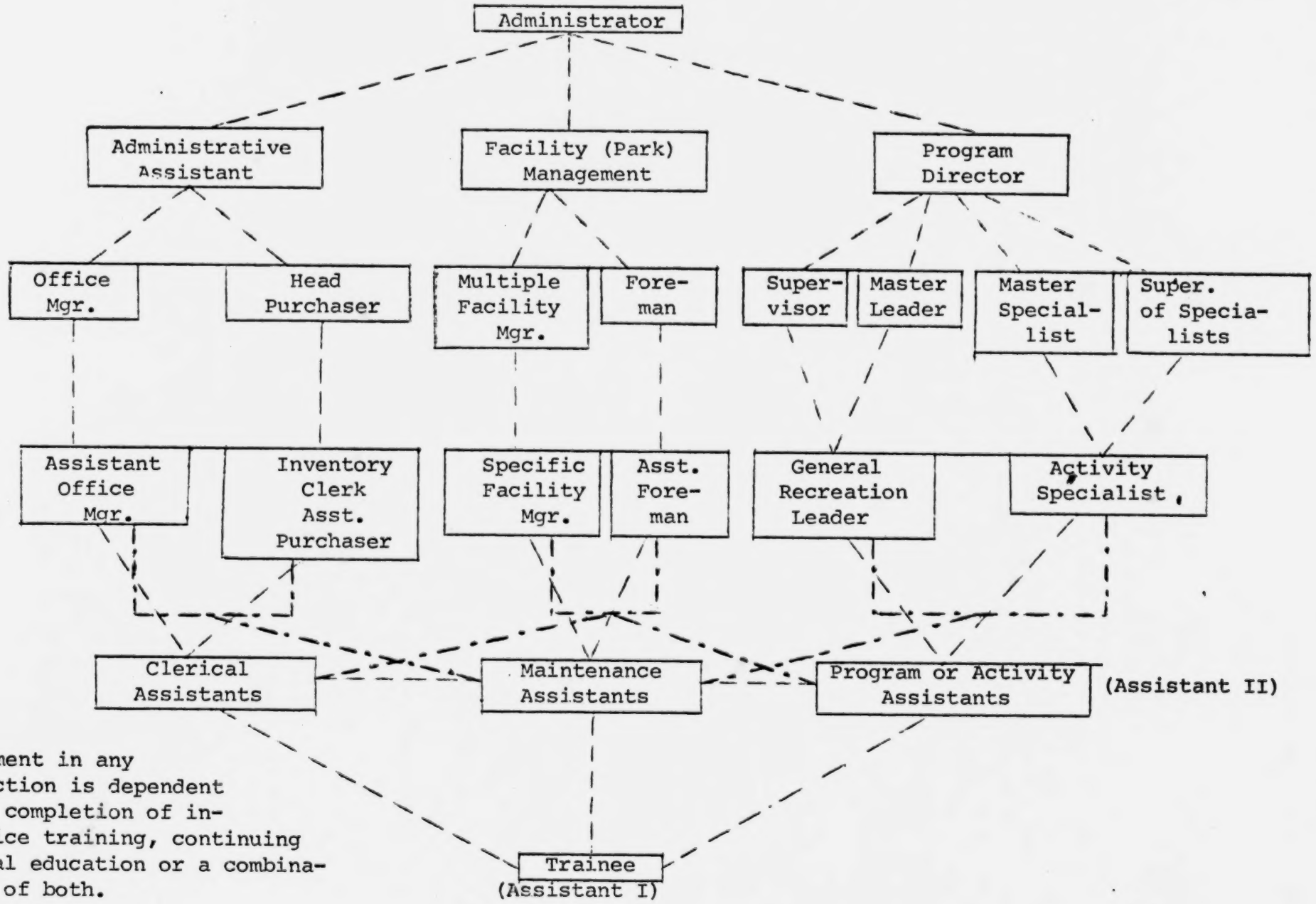
(1) High school graduate who has completed special course of study and three months orientation and in-service training.
(2) Graduate from adult training program and three months orientation and in-service training.
(3) One year of satisfactory performance as Assistant I.

Assistant II - Clerical

Specifications same as for Assistant II - Program.

Table 3-A

A Suggested Working Model for a Career Lattice



Movement in any direction is dependent upon completion of in-service training, continuing formal education or a combination of both.

Assistant II - Maintenance

Specifications same as for Assistant II - Program.

General Recreation Leader

(1) One year as Assistant II with satisfactory completion of continuing in-service education program.
(2) A.A. degree in recreation -- no paid experience necessary, but must have field work experience.
(3) Some college plus one year experience in recreation.
(4) High school diploma or equivalency with two years experience in recreation.

Activity Specialist

(1) One year as Assistant II with in service training in a specific activity area, i.e. - crafts, music, social and folk dance and sports, with demonstrated ability to teach activity.
(2) A.A. degree in recreation with demonstrated ability to teach in a specific activity area.
(3) Some college, one year experience in recreation plus demonstrated ability to teach in a specific activity area.
(4) High school diploma or equivalency, two years experience and demonstrated ability to teach in a specific area.

Job descriptions were developed for the trainee, recreation assistants, recreation leaders, recreation supervisor, and recreation director based on findings of the job analyses and discussion with specialists. These were further refined by project staff. (See Appendix VIII for job descriptions).

During the two-day conference attended by recreation specialists, recommendations were made concerning the content of the short-term training program.

This group suggested that, in all likelihood, the content of this program could be integrated into a high school curriculum, though some modification might be required.

Following is the content of the training program developed by the conferees and project staff.

I. Theory

A. Philosophy of recreation service.

B. Orientation to recreation services to special groups through observational trips and class discussion.

C. Understanding of disabilities and their impact on the individual, family and community.

1) physical disabilities
2) mental retardation
3) emotional disturbances
4) institutionalized aged

D. Understanding of normal growth and development and the range of normal activities for various age groups.

E. Understanding of aging process and orientation to recreation services for older citizens.

F. Principles of program planning.

1) planning
2) preparation
3) evaluation

G. Introduction to activity analysis.

H. Introduction to process of recording.

1) observational reports
2) progress reports
3) activity reports
4) attendance, inventory and other routine record keeping.

I. Introduction to use and maintenance of audio-visual aids.

J. Introduction to concepts of inter-personal communication.

K. Introduction to first-aid and safety.

II. Skill Workshops

A. Crafts

B. Social Recreation

C. Games of low organization

D. Individual and duo sports

1) bowling
2) badminton
3) table tennis

E. Team Sports

1) volleyball (and lead-up games)
2) basketball (and lead-up games)
3) softball (and lead-up games)

F. Music and Dance

1) group singing and musical games
2) introduction to music appreciation
3) social and folk dancing

G. Dramatic Activities

1) puppetry
2) improvisation and pantomime
3) reading
4) simple dramatic productions

H. Pre-school Activities

I. Construction and Use of Visual Aids

Leadership techniques and the adaptation of activities to suit the interests and capabilities of disabled persons will be presented as an integral part of all activity workshops.

III. Practice Leadership

A. In the classroom through role playing and peer evaluation.

B. On the job, under supervision, evaluation by instructor, agency staff, peers and occasional use of video tape to permit self-evaluation.

It was suggested by all concerned that evaluation of the training program include:

1) Pre and post measurements of (a) recreation information, (b) skill performance, (c) problem solving ability in recreation situations.

2) Selected attitude and personality trait tests.

3) Student, instructor, agency supervisor and other staff ratings of program.

4) Follow-up data relating to placement, success on the job, evaluations of graduates' job performance.

5) In-depth observation and recording of various student behaviors in both classroom and practicum settings.

Results of One-day Workshop.- The vocational education curriculum experts felt that they could not, at this time, recommend a specific curriculum model for high schools. They felt it would be helpful to have an analysis and evaluation of the short-term training program to

use as a basis for further discussion and development of a currivulum model. The general feeling of these experts is that the high school program should be developed around job clusters with common backgrounds, giving the student an opportunity to explore and have some cooperative work experience in several similar jobs.

The community college curriculum specialist felt that further exploration of changes for existing or development of new curricula should await the development of a high school curriculum model. However, they did feel that some components of the short-term training program might well be incorporated, with some expansion, into existing community college curricula.

III. THE SHORT-TERM TRAINING PROGRAM

A. Preparations for First Training Cycle

Based on the findings and recommendations of the job analysis phase of the project, and discussions with the Advisory Committee (see Appendix XI), a 13 week training period, based on a 37 hour, 5 day week, was considered adequate for this program.

The first training cycle began on August 4th, 1969. For two months preceding this date, the project staff, which included a Director, Coordinator, three instructors, one research assistant, and a secretary, were involved in making preparations and assuring the smooth functioning of the program. This involved: reviewing of literature and audiovisual materials to determine those most relevant for the program; locating hospitals willing and equipped to handle a group of trainees; conducting an in-service training program for the staff of these hospitals; establishing the course content and evaluation methods to be used; conducting an in-service training program for project staff; and selecting 30 trainees.

Development of Course Content and Methodology.- The 13 week period was divided into three basic phases. The first phase, lasting one week, was to be devoted to general orientation, testing and introduction to basic concepts of therapeutic recreation.

At the end of the first week, the trainees would be divided into three groups of ten each and an instructor assigned to each group for the remaining twelve weeks.

The second or field teaching phase of nine weeks was to be spent in a combination of skill and leadership training and practical work experience with patients under the supervision of the instructors and recreation staff members in the training agencies. This nine-week segment was sub-divided into three-week sections which provided for each group of trainees with its instructor to spend three weeks, on a rotating basis, in each of three different training sites.

The third phase, comprising the last three weeks of training, was to be devoted to individualized full-time on-the-job training in a variety of agencies. During this period each trainee would be assigned to one of several agencies to work in the recreation program under the supervision of qualified staff. Instructors would make frequent visits to the agencies for observation and evaluation conferences with the trainees and agency staff.

Utilizing the content outline recommended by participants at the two-day workshop, project staff developed a week by week training outline which incorporated all of the basic content but allowed for augmentation or modification by the instructors depending on the needs of the groups and the program, facilities and resources of the agencies. A copy of the outline will be found in Appendix XII.

An in-service program was conducted for the project instructors. This included: role playing situations; review of recreation activity and program skills which would be taught to the trainees; and practice in teaching with emphasis on techniques other than the usual lecture, question and answer approach to formal education.

The hospital sites selected were a large general hospital, a psychiatric hospital and a hospital for chronic diseases. These agencies were selected because of their capabilities for providing supervised on-the-job training and the willingness of their recreation staffs to participate in the program. A one-day training workshop was conducted for the directors and all staff members who would be working with the trainees. Topics covered in the workshop included: purpose and goals of the training program; responsibilities of staff members working with trainees; and discussion of the role of the trainees and the field instructors within the agency.

A search of available literature was made to find suitable texts and reading materials written preferably at the eighth to tenth grade levels. Caring for Your Disabled Child, by Spock and Lerrigo and File O'Fun, by Harris, were selected as the two texts to be distributed to each trainee. The former is an excellent source book regarding the total care of handicapped children and youth and the latter is a card file of a variety of recreational activities that can be used and adapted for all populations. To augment these texts, pamphlets were obtained from the major national health agencies and selected magazine and journal articles and other printed materials were reproduced for distribution to trainees. In addition, project staff developed special material based on their own experience and expertise.

Project staff screened a number of films for possible use in the program and selected seven dealing with such topics as recreation for handicapped persons and senior citizens, play activities of children, mental illness, mental retardation and dehumanization.

Project staff met with the research consultant in developing the following evaluation procedures:

- Pre and post testing of attitudes towards disabilities; knowledge of recreation activities and concepts of leadership methods and recreation programming; and self-concepts.
- Daily logs kept by the instructors and the trainees.
- Trainee performance evaluation at the end of each three week period.
- Trainee evaluation of training program and agency training experience.

To measure attitudes toward various disabilities, the following standardized tests were selected: "Opinions About Blindness", "Opinions About Amputations", "Opinions About Cosmetic Conditions" (all developed by Jerome Siller), "Opinions About Mental Illness" (Jacob Cohen and Elmer L. Struening), and "Opinions About Mental Retardation" (Rosalyn E. and Herman J. Efron).

Three tests, "Information", "Situations", and "Concepts", were developed to measure levels of knowledge of recreation activities and concepts of leadership methods and recreation programming and one test, "Incomplete Sentences", was developed to measure self-concepts. (See Appendix XIII). Copies of the evaluation forms for trainee performance and program and agency evaluation will be found in Appendix XIV.

Trainee recruitment for this program was from three major sources: the Work Incentive Program (WIN) of the New York State Employment Service, the State Division of Vocational Rehabilitation (DVR), and from personal referrals. Job counselors at WIN and DVR centers did the initial screening and set up appoinments for their clients to meet with the Program Coordinator or Project Director, who made the final acceptance decisions. In the case of personal referrals, the prospective trainees called and made appointments for interviews. The interviews, conducted by project staff, were directed toward discovering the interviewees' feelings about working with persons who are ill, disabled, or mentally or physically handicapped; their feelings about working in hospitals, nursing homes, homes for the aged and other institutional settings; what their educational and job goals were; what recreation activities they were familiar with and what leadership experiences they might have had; and why they were interested in this particular training program.

A total of 25 persons were referred for interviews and 21 were accepted into the program.

B. Implementation of First Training Cycle

The 13 weeks were implemented as planned. At the end of the one-week orientation period which included administration of tests, the trainees were divided into three groups, each with its own instructor. Each group then spent a three-week period in each of the three training sites. Mornings were spent in skill learning and group dynamics workshops, lectures and discussions. In the afternoons, the trainees were assigned to work with patients under the supervision of agency staff members, followed by a discussion period providing the trainees with an opportunity to discuss, question and share their experiences of the day. One full day at the end of each three week period was devoted to discussion and evaluation by the trainees of their training sessions, work experiences with patients and experiences with agency personnel.

Teaching methods used in the training sessions, included lecture and discussion, demonstration, role playing, guided group interaction, panel discussions, and trainee planned and led workshops. Leadership techniques and the adaptation of activities to suit the interests and capabilities of disabled persons were presented as an integral part of all activity workshops.

To establish and reinforce good work habits the following procedures were carried out:

- Trainees were required to sign in and out and to call their instructor when unable to attend.

- Individual conferences were held with his instructor and the program coordinator when a trainee was frequently late, absent or not being productive.

- Considerable group discussion time was devoted to the importance of being prompt, establishing good working relationships with other staff members, completing assignments, accepting constructive criticism, contributing ideas and experiences to other staff, and other topics related to the development of good work habits.

Throughout this 13 week period, the trainees assumed a gradually increasing amount of responsibility in working in the recreation programs of the training agencies. During the first week they primarily observed various activities and then discussed, criticized and evaluated what they observed. Starting with the second week, agency staff members gave them specific assignments gradually increasing their responsibility for planning and carrying out specific activities.

We found that some of our evaluation techniques were inadequate. The attitude tests did clearly show attitude changes from the beginning

to the end of the program, but the recreation tests, for several reasons described later, were inconclusive. The weekly evaluations planned for use by hospital staff were not successful. Generally, hospital staff members rated each individual so high on the first week's evaluation, that there was little room for improvement. This is further discussed later in this report.

During the last three weeks, trainees were placed full-time in one of several cooperating agencies. Frequent visits were made by the instructors to observe and meet with the trainees and to have evaluation conferences with the trainees and agency recreation staff members. Individual placements were made in three general hospitals, two nursing homes and one each psychiatric, rehabilitation and chronic disease hospital, and a community based program serving cerebral palsied persons.

On the last training day, the groups met at the university where the trainees were administered the same battery of tests they completed during the first week of training. The afternoon was devoted to a program evaluation discussion during which the trainees were encouraged to be candid but constructive in statements of their opinions and feelings about the program as a whole, their experiences at the training sites, project and agency staff, usefulness or lack of usefulness of what they learned in relation to the tasks they were expected to perform on the job, etc. The discussion period was followed by a graduation ceremony. (See Appendix XV for Sample of Certificate of Training).

Of the 21 persons starting the program, only 13 successfully completed it. Two dropped out due to an inability to work with the ill and disabled, two for medical reasons, and four were dropped due to chronic absenteeism.

C. Preparations for Second Training Cycle

The second training program began on January 5th, 1970. The time between the end of the first training program and the beginning of the second was spent in revision of course work and methods. The project team wanted to improve the program on the basis of their experience. These changes included: an increase in the orientation period from one week to two, the second week to be devoted to activity workshops and field visits; expansion of the course outline to spell out the program content in more detail (see Appendix XVI); improving the evaluation procedures; a change in the testing method to avoid administering all tests on the same day; expansion of the materials used to include video-taping of trainees and instructors in action; and the preparation of a training manual to be given to each trainee at the beginning of the program.

As an improved evaluation method, the Trainee Rating Form was replaced by a graduated rating form which would make it possible for each trainee to rate himself, his peers, and his instructor, and for instructors and agency staff members to rate each trainee. (See Appendix XVII). This form was chosen over the one used in the previous program because of its shortened format and because it enabled not only the trainee, but also his instructor and supervisory staff, to be evaluated.

In addition, the instructors and hospital staff members were to write a narrative report on a regular basis which assessed the progress and performance of each trainee. These reports were to be collected and their content analyzed at the completion of the second program.

The training manual prepared included three areas of learning. Part I included articles and excerpts from a number of texts providing information on normal growth and development, aging, leadership, specific disabilities, and communication methods and problems. Part II was primarily instructions for specific crafts and activities designed for use with the disabled. Part III included the most often used records and report forms, with detailed instructions on how and when these are used. When the trainees completed their course, these manuals could be used for quick reference and ideas in their work situations.

D. Implementation of Second Training Cycle

Expansion of the orientation period from one to two weeks resulted in a feeling of increased confidence by the trainees upon arrival at the training sites. The additional time made it possible to conduct several activity skill workshops as well as field visits to four agencies. Three of the agencies visited were the primary training sites and the fourth was a community based program serving cerebral palsied persons which was one of the agencies used for individual field placement.

The extended orientation period also made it possible to spread the testing periods over several days, which seemed to result in few negative reactions to the testing and less evidence of "test fatigue."

At the end of this two-week period, the trainees were again divided into three groups and assigned to the first of the three primary training sites. The chronic disease hospital used in the first training cycle was not able to participate for the second cycle because of staff shortages and other internal problems. A large general hospital with a rehabilitation department and day care program for senior citizens and a well organized recreation department agreed to participate as the third training site.

The same general format and procedures were followed for this cycle as were followed for the first training cycle. The one major addition was video-taping of selected activity workshops, group discussions, and activities planned and implemented by the trainees. The tapes were played

and discussed by the trainees and project staff and proved to be a valuable teaching tool. Both the instructors and the trainees could observe their strengths and shortcomings in presenting and teaching activities as well as their effectiveness in participating in group discussions.

The new evaluation rating form proved to be not as useful as we had hoped. Trainees, in rating each other, their instructor or agency staff members, tended to rate so high on the first rating that there was little room for improvement. This also proved to be true of agency staff member evaluation of trainees. The daily logs maintained by each instructor and each trainee proved to be more useful than the rating forms as a tool for evaluating trainee progress as well as for discerning the trainees' evaluation of the program, the instructors and the training agencies.

During the second training cycle, greater emphasis was given to understanding the needs of geriatric patients and learning the techniques of planning and conducting recreation activity programs including utilization of re-motivation techniques for this population. Also, more time was devoted to improving communication skills. The newsletter, which each group wrote and distributed to all trainees, project staff and staff members of the recreation departments in the training agencies proved to be a useful device.

Meetings held with the training agencies staff members at the end of the first training cycle indicated a need for trainees to have more information on program planning and ordering supplies and equipment and additional material covering these topics was added to the second training cycle.

All of the agencies which served as training sites for individual field placements during the first cycle, with the addition of a second chronic disease hospital, were again utilized for the trainees during the last three weeks of the second cycle.

During the last week of training, the tests were administered to the trainees by the instructors at the various training sites. Any tests not completed by the trainees were administered on the last training day when all trainees and staff met together at the University. Other activities on the last training day were a program evaluation discussion period, one of which was video-taped; scheduling job interviews for some trainees; and a graduation ceremony and awarding of certificates.

A total of 30 potential trainees were interviewed for acceptance into the second cycle and 27 were accepted. Referrals were made by WIN counselors, Martin Luther King Center (an anti-poverty agency), the New York State Division of Vocational Rehabilitation, and the New York Association for the Blind, and two were self-referred. Two individuals currently and one individual previously employed as activity leaders in nursing homes entered the program for upgrading and one nursing home owner joined the program to get ideas and experience.

Of the 27 persons accepted for training, 25 actually started the program. Two individuals decided not to enter the program, one because she had too many personal problems and the other because she was accepted into a practical nurse training program which she preferred. Of the 25 persons who entered the program, 19 completed their training. Three left the program for health reasons, one because of lack of funds and two gave no reasons for dropping out. The young woman who dropped out for financial reasons was assisted in applying for admission to N.Y.U. She was subsequently admitted on a Martin Luther King scholorship.

IV. RESULTS AND FINDINGS

A. Job Placement of Trainees

Job placement procedures were initiated for both groups during the last month of each training cycle. In addition to all training agencies, numerous hospitals, nursing homes, homes for the aged and community agencies serving the disabled were contacted to locate position vacancies. Project staff talked with agency directors or other appropriate personnel concerning the capabilities of the trainees and content of the training program.

Placement of First Cycle Trainees.-

1. Status at end of program - Of the thirteen trainees completing the program, four were immediately placed in spite of a "job freeze" in both city and state agencies. One man was placed in a chronic disease hospital (one of the primary training sites); one woman was placed in a community based program serving cerebral palsied persons (one of the individual placement training sites); and one man and one woman were placed in nursing homes. Beginning salaries ranged from $85 to $115 per week. Of the remaining nine, one woman was pregnant and could not accept employment; one man had a long history of epilepsy which proved to be a strong deterrent in obtaining placement; one young man failed to keep three job interview appointments and was not really interested in obtaining a job; two women were promised jobs in an anti-poverty program; and four were unplaced.

2. Status six months after graduation - The two jobs promised by an anti-poverty program never did materialize because of lack of funds. One of the women being considered finally obtained employment as a dietary aide in a city hospital and the other woman, facing almost unsurmountable personal problems, moved leaving no forwarding address.

Three of the four trainees who were placed at the end of training were still working at the same jobs six months after graduation. Agencies were very pleased with the quality of trainees' work performance and in two instances had given them an increase in pay. The fourth trainee had left his job in a nursing home and was working part-time in the recreation department of a city hospital.

Of the four persons unplaced at the end of the training program, one was now working in the community based program for cerebral palsied persons; one was working in a special program for cardiac patients in a voluntary hospital; one was enrolled in a training program for welfare aides; and one had enrolled as a full-time student in community college and was working part-time as a recreation assistant in one of the primary training sites.

The young woman who was pregnant at the end of the program had given birth but was in the midst of filing for a divorce from her husband and felt she was still not ready for employment. The young man with the history of epilepsy had been placed as a recreation assistant in a hospital, but left the job because he was not satisfied with it. The young man who failed to keep job interview appointments at the end of the training program, still showed a marked lack of interest in obtaining a job.

Placement of Second Cycle Trainees.-

1. Status at end of program - Of the 18 persons completeing the program and desiring of employment, two were placed immediately. One man was hired by a chronic disease hospital which had also employed a graduate of the first cycle. One woman with previous experience, who had quit a job to enter the program, was placed as an activity director in a nursing home at a substantialy higher salary than her previous job. Two trainees who were sent by their nursing home administrators for training and up grading were given substantial raises upon graduation from the program. One woman, a nursing home owner, was not interested in placement, but planned to conduct recreation activities in her own agency.

Of the remaining thirteen trainees, two were promised jobs at a voluntary general hospital (one of the training sites) as soon as a continuing job freeze was lifted. Eleven trainees had neither jobs nor promises of jobs at the end of the training period. However, project staff continued their job finding and placement activities for the next several months.

2. Status six months after graduation - The two trainees placed at the end of the training period were still working and both had received raises. The two who had returned to their former jobs were still employed and doing well. The jobs promised by the voluntary hospital continued to be frozen but one of the women was placed temporarily in the dietary department and the other woman had found a job on her own in the recreation department of a state psychiatric hospital.

One trainee was now working as a recreation assistant in a city hospital (one of the training sites) and two were working as activity leaders in nursing homes. One young woman, with a mild cerebral palsy impairment, had work during the summer as a playground assistant for New York City Department of Recreation and was now enrolled as a full-time student in a community college. One young man, a disabled veteran of the Vietnam war with severe visual and hearing impairments had worked during the summer as a counselor in a residential camp serving retarded and

brain-injured children and adults and was now enrolled in a college preparatory program. One woman was employed as a recreation assistant in a general hospital's out-patient department; one had accepted employment as a dietary aide while waiting for a recreation job; one young woman had passed the examination for and was about to enter training as a policewoman; and one woman had returned to Puerto Rico. Of the other three trainees, one young woman was about to be married and did not desire employment; one woman was in poor health and had too many personal problems to accept employment; and one woman failed to appear for job interviews that had been arranged for her and was apparantly not interested in employment.

Status of All Graduates at Last Follow-up.- During October and November a final follow-up study was conducted. Table 4 shows the status of all graduates at that time.

Table 4

Status of All Graduates
at Final Follow-up

	N	%
Employed in Recreation Jobs	15	47
Employed in Other Than Recreation Jobs	3	9
Attempting School or College Full-time	2	6
Entered Other Training Programs	4	13
Unemployed	5	16
Lost Contact	3	9
Total	32	100

Agency recreation staff members supervising graduates at the time of the follow-up were very pleased with their work performance. All of the graduates had received an increase in pay and their salaries now ranged from $105.00 to $155.00 per week with an average of $120.00 per week.

Responses to the follow-up revealed that six of the fifteen graduates employed in recreation jobs were working in nursing homes, three in general hospitals, two in psychiatric hospitals, two in a chronic disease hospital, and two were employed in a community based program serving cerebral palsied persons. One of the graduates employed in a psychiatric hospital was working part-time and attending Manhattan Community College full-time.

One of the three classified as employed in other than recreation jobs is a nursing home owner not seeking employment in recreation and the other two were both working as dietary aides. Of the four who had entered other training programs, one was in training to become a welfare aide, one a policewoman, one an inhalation therapy technician and one a laboratory/ operating room technician.

Information received from the five graduates still unemployed revealed that one does not want employment until her baby is older; two do not desire employment with no reason given; one is in poor health; and one, the young man with the history of epilepsy, is still seeking employment. The latter young man had accepted and quit two jobs since graduation and the Project Coordinator had spoken with his counselor at the Division of Vocational Rehabilitation who agreed that this trainee was in need of personal counseling.

B. Results of Attitudes Toward Disabilities Testing

Although the program was administered in two separate cycles, the test results for the two groups were combined for analysis purposes. Two graduates did not complete the testing, and thus were not included in the final analysis of results. Pre and post tests were completed by thirteen trainees the first cycle, and seventeen trainees in the second cycle, thus our total "N" for the test analysis is 30. Table 5 outlines the age, education, marital status, and sex of these 30 graduates.

Table 5

Summary of Age, Education, Marital Status, and Sex of Thirty Trainees at Time of Program Entry

	Total	First Group	Second Group
Education			
Some high school or less	10	6	4
Graduated from high school	13	4	9
Some college	7	3	4
Average Age	31.7	29.8	33.1
Marital Status			
Single	9	4	5
Married	11	5	6
Separated	6	2	4
Divorced	3	1	2
Widowed	1	1	0
Sex			
Female	22	8	14
Male	8	5	3

Summarizing this table, the average age for the total group was 31.7, 2/3 had at least graduated high school, about 1/3 were married, and twenty-two (73%) of the thirty were female.

Table 6 compares the means and level of significance of the difference in these means for the results of the first and second administration of Siller's three opinion tests (Amputation, Blindness, Cosmetic Conditions).

Table 6

Comparison of Mean Scores between the First and Second Administration of Amputation, Blindness, and Cosmetic Attitude Tests[1] (N=30)

Factor	First Admin. $\bar{X}$	Second Admin. $\bar{X}$	Level of Significance
Amputation			
Interaction Strain	85.6207	87.1034	.2708
Rejection of Intimacy	60.6207	60.6207	.0000
Generalized Rejection	108.0345	107.9655	.9621
Authoritarian Virtuousness	57.6207	62.6552	.0013*
Inferred Emotional Consequence	45.4483	46.2414	.5334
Distressed Identification	15.7586	17.0345	.0435*
Imputed Functional Limitations	46.4828	46.6897	.8313
Blindness			
Interaction Strain	71.3667	71.0667	.8125
Rejection of Intimacy	52.0000	51.4333	.6229
Generalized Rejection	112.1000	111.0333	.5119
Authoritarian Virtuousness	55.0000	58.8333	.0048*
Inferred Emotional Consequence	62.4667	61.8667	.6488
Distressed Identification	44.0000	43.7667	.7775
Imputed Functional Limitation	52.4333	50.9000	.3241
Cosmetic			
Interaction Strain	71.8966	69.5517	.5482
Rejection of Intimacy	80.1724	76.3103	.2766
Reluctant Aversion	58.0000	57.1379	.7101
Superficial Empathy	37.8276	39.7931	.2996
Qualified Aversion	44.1034	41.2759	.1392
Proximate Offensiveness	36.6207	34.4138	.1974

* significant differences

1. An in-depth analysis of the factor meanings may be found in J. Siller, D. Varr, L. Ferguson, and B. Holland, Structure of Attitudes Toward the Physically Disabled, New York University, School of Education, November, 1967.

There were two factors of high significance in the Amputation pre- and post-program analysis. They were authoritarian virtuousness, and distressed identification.

The change in the authoritarian virtuousness factor indicated less of this type of virtuousness. According to Siller, in its extreme form, the factor describes the individual as one who views the amputee as having special gifts and desirable personal traits, advocates a general policy of favorable treatment and tolerant understanding, and pictures the respondent as especially warm and sympathetic toward the disabled. [1] The respondent is thus a "do-gooder" with an undifferentiated, positive approach. The trainee change is interpreted as being favorable and desirable since it means that they now see the amputee as more of an individual, and will respond more to the person, rather than the disability. The significance of this result (.001) is very high and reasonably conclusive that the change was a result of the training program and the experiences it afforded the trainee.

The second significant result on the Amputation test was in the factor labeled Distressed Identification. Siller describes this factor as "highly personalized reaction to disability." The amputee is named as the stimulus which activates anxiety about the respondent's vulnerability. There is an emotionally-toned personal involvement, but no tendency is present to reject the amputee. The change between pre- and post-program testing (.043) is in the direction of less manifestation of this trait. Thus, the respondents did not feel as emotionally involved and threatened by an amputee after the program as they did before.

On the Blindness attitude test, the only result of any significance was again Authoritarian Virtuousness (P=.005). This factor is defined in exactly the same method as it was for Amputation. Thus, the program trainees reacted less virtuously towards the blind at the end of the program than they did at the beginning.

There were no significant changes on any of the variables for attitude towards cosmetic conditions.

Table 7 (page 26) compares the mean scores of the trainee population with the scores of the population used by Siller. Siller's population was primarily college students, and although the average age was younger, the scores were in most cases comparable.

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1. Siller, Jerome, et al., Ibid. p.64.

Table 7

Means of Trainee Population and Siller's Populations[1] on ABC Attitude Tests

Scale	First Admin. Trainees	Second Admin. Trainees	Devel. Sample	H. S. Students	Phys. Ther. Students	Psych. Students	
Amp.	N=30	N=30	n=483	n=154	n=93	n=40	
1A	85.62	87.10	77.95	71.38	87.28	76.85	Interaction Strain
2A	60.62	60.62	55.59	54.05	62.70	54.08	Rejection of Intimacy
3A	108.03	107.97	112.99	106.01	121.17	116.75	Generalized Rejection
4A	57.62	62.66	61.72	51.97	66.47	74.68	Authoritarian Virtuousness
5A	45.45	46.24	46.08	44.49	50.92	45.20	Inferred Emotional Conseq.
6A	15.76	17.03	14.58	12.44	15.41	16.22	Distressed Identification
7A	46.48	46.69	47.20	45.18	53.19	45.55	Imputed Functional Limitations
Blind	N=30	N=30	n=477	n=140	n=93	n=40	
1B	71.37	71.07	67.54	64.16	72.67	64.60	Interaction Strain
2B	52.00	51.43	49.03	48.01	54.34	48.80	Rejection of Intimacy
3B	112.10	111.03	112.04	107.99	119.16	115.38	Generalized Rejection
4B	55.00	58.83	56.08	46.41	58.82	69.15	Authoritarian Virtuousness
5B	62.47	61.87	62.15	60.29	67.15	60.65	Inferred Emotional Conseq.
6B	44.00	43.77	38.71	33.01	41.75	40.30	Distressed Identification
7B	52.43	50.90	48.96	49.86	52.69	47.28	Imputed Functional Limitations
Cosmetic	N=30	N=30	n=520	n=163	n=93	n=40	
1C	71.90	69.55	65.72	62.34	72.06	67.28	Interaction Strain
2C	80.17	76.31	75.47	77.69	81.82	76.50	Rejection of Intimacy
3C	58.00	57.14	59.30	56.01	62.81	62.18	Reluctant Aversion
4C	37.83	39.79	39.67	36.98	40.47	44.28	Superficial Empathy
5C	44.10	41.28	41.49	42.34	41.36	41.45	Qualified Aversion
6C	36.62	34.41	32.95	31.75	34.96	37.95	Proximate Offensiveness

1. This portion of the table is from page 91 of J. Siller et al., Structure of Attitudes Toward the Physically Disabled, ob. cit., p.91.

There were several significant changes in the Opinions about Mental Retardation test (See Table 8). Segregation via Institutionalization, Authoritarianism and Hopelessness were factor scores where the change between pre-program and post-program scores differed significantly.

Table 8

Comparison of Mean Scores between First and Second Administration Of Mental Retardation Attitude Test[1]

Factor	First Admin. $\bar{X}$	Second Admin. $\bar{X}$	Level of Significance
Segregation via Institutionalization	30.8667	33.0667	.0261
Cultural Deprivation	18.8333	18.5000	.6714
Non-Condemnatory Etiology	10.8333	10.9000	.9241
Personal Exclusion	26.3667	28.4667	.0661
Authoritarianism	30.1333	32.8667	.0280
Hopelessness	19.5667	20.8000	.0533

Segregation via institutionalization projects the view that the retardate should be removed from the mainstream of society since he represents a threat to its members. Separate communities are suggested for retardates, where they would feel less out of place, and would be well supervised and protected. The factor suggests that little can be done for the retarded, and they are dangerous to society. The change recorded was a mean of 30.0667 to 33.0667, which is at the significance level of .026. This indicates that there was less of this attitude, and thus more acceptance of the retardate after the training program.

The second significant factor was Authoritarianism. This factor included items from the California F scale (Adorno et al., 1950). Retardates are identified as an out-group and are seen as one of the two major causes of sex crimes. Schools should be kind and protective, since little can be done. The trainees exhibited less of this factor after the program (significance level of .028).

The final significant factor in the mental retardation tests was Hopelessness. This factor projects a pessimistic view of the prospects in store for the retardate. He is seen as unable to live a useful or happy life, having a higher chance for crime because of fewer job opportunities. There was a decrease in the amount of this factor recorded (significance level of .0533).

To view these results on a more comparative level, Table 9 compares the first and second administration means on the Mental Retardation test with mean scores of college students enrolled in a course concerned with study of physical disabilities, recorded by Siller.

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1 An in-depth analysis of the factor meanings may be found in Efron, Rosalyne, and Efron, Herman Y., "Measurement of Attitudes Toward the Retarded and an Application with Educators," American Journal of Mental Deficiency, Vol.72 No. 1., July 1967.

Table 9

Comparison of Mental Retardation Mean Scores of College Students Taking Course in Physical Disability and Trainees

Factor	Students[1]	Students[2] In Field	1st Admin.[3] 30 Trainees	2nd Admin.[3] 30 Trainees
1 (segreg. via inst.)	32.4339	35.0364	30.8667	33.0667
2 (cultural depriv.)	17.3122	15.6545	18.8333	18.5000
3 (non-cond. etiology)	10.8942	10.8000	10.8333	10.9000
4 (personal exclusion)	26.0053	25.9455	26.3667	28.4667
5 (author.)	36.6825	41.4000	30.1333	32.8667
6 (hopelessness)	21.7513	22.5636	19.5667	20.8000

1 n = 189
2 n = 55
3 n = 30

There were no significant changes in the Opinions about Mental Illness test. As shown in Table 10, there was a strong trend in the Benevolence factor (significance level of .0624), which is defined as a "kindly paternalism whose origins lie in religion and humanism rather than science or the sophistication of professionalism."[1]

Table 10

Comparison of Mean Scores between First and Second Administration Of Opinions About Mental Illness Test[1] (N=30)

	First Admin.	Second Admin.	Level of Significance
Autoritarianism	22.9000	24.3333	.2771
Benevolence	48.2667	45.1000	.0624
Mental Hygiene Ideology	29.7000	29.7000	1.0000
Social Restrictiveness	23.6333	24.0000	.7560
Impersonal Etiology	14.7667	15.6667	.2935

1 An in-depth analysis of the factor meanings may be found in Cohen, Jacob and Struening, E. L., "Opinions about Mental Illness in the Personnel of Two Large Mental Hospitals," Journal of Abnormal and Social Psychology, Vol. 64, No. 5, 1962.

Table 11

OMI Scales Mean Profiles of Staff of V.A. Hospital
Compared With Mean Profile of Trainees 1st and 2nd Administration

Occupational Clusters	OMI Scale Means				
	Authoritar-ianism	Benevolence	Mental Hygiene Ideology	Social Res-trictiveness	Interpersonal Etiology
I[1]	3.7	4.6	4.6	4.1	4.3
II[2]	5.8	3.7	4.4	5.1	4.3
III[3]	1.9	4.5	6.5	2.0	5.2
IV[4]	3.3	4.9	5.5	3.1	4.9
Trainees					
1st[5]	4.4	3.8	4.9	4.3	3.2
2nd[5]	4.7	2.7	4.9	4.4	3.6

[1] n=2786. Cluster consists of dietician, lab technician, physical med. and rehab., office clerical, physician and dentists, special service, ward clerical and nurses.
[2] n=4.420 Cluster consists of engineering, housekeeping-supply, kitchen personnel, and aides.
[3] n=351 Cluster consists of psychologists, chief psychologists, and social workers.
[4] n=139 Cluster consists of clergy, and V.A. chaplains.
[5] n=30.

1 Jacob Cohen and E.L. Struening, "Opinions About Mental Illness: Mental Hospital Occupational Profiles and Profile Clusters." Psychological Reports, Vol. 12, 1963, p.115.

Table 11 presents the mean scores of the training on this test with that of the population used in the original testing of this measurement scale.

As a final analysis method of the opinion tests, the instructors divided their groups into two parts: those most improved and those less improved. A significance test on the difference between the means was performed for both the first and second test administration. The significant factors from this analysis are presented in Table 12. It was hoped that this analysis might serve as a predictive device or as a possible intake criterion, however, the results are not conclusive enough to warrant the use of the tests for these purposes.

C. Results of Recreation and Self Concept Testing

The results of the recreation knowledge tests were inconclusive, while the self-concept measurement evidenced positive changes.

A significance test was performed upon the differences between pre- and post-program scores for each of these tests. For the information test, this difference was not significant. The mean scores differed in the right direction (1st administration average - 31.10, 2nd administration average - 32.31), and there were 6 individuals whose score rose more than 7 points, out of a possible 47 points. This result is partially explained by the high mean on the first administration. In percentage score, the mean was 66%. The test probably underestimated the level of knowledge of entering trainees. Another possible explanation is the type of test. It was a true-false exam with many subtle questions, which often required value judgements.

The concepts test listed 14 concepts pertaining to recreation, which the respondent could agree or disagree with. Again, the differences between the pre- and post-scores were not significant. The mean of the first administration was 8.71, while the mean on the second administration was 8.65. It is doubtful whether trainees lost information during the training program, but it is highly probable that they were questioning their conceptual knowledge more, and would be more hesitant to identify correct and incorrect concepts. The test itself may also have been at fault. Many of the questions were ambiguous. For example, question 3 reads "Your main job as a recreation assistant will be to get activities organized on your own." The answer should be "disagree" because an assistant should always have a supervisor available to consult with. However, in the trainee's hospital experience, there were times when there was no one to consult with and the assistants had to organize and carry out programs on their own. Thus, the difference between theory and practice, which was evident in other questions on this test as well, partially explains the lack of difference between the pre- and post-program results.

The third and fourth tests, which required the trainees to write responses, rather than check or circle answers, showed significant change.

The situations test was marked by 3 project members, with the names of the respondents withheld. Each response was graded on a four-point system, with four being the fullest response, and one being an unacceptable response. Chi square tests were performed on the score dif-

Table 12

Scale Factors With Significant Mean Score Differences Between Most and Least Improved Trainees On the First and Second Administration of 4 Attitude Tests (N=30)

Scale & Factor	Mean of Most Improved Group	Mean of Least Improved Group	Significance Level
1st Administration			
Blindness - Rejection of intimacy	49.4667	54.5333	.04
Cosmetic - Qualified Aversion	41.6429	46.4000	.04
Cosmetic - Proximate Offensiveness	32.6429	40.3333	.005
Mental Retardation - Personal Exclusion	23.0667	29.6667	.01
2nd Administration			
Blindness - Rejection of intimacy	48.6000	54.2667	.05
Blindness - Inferred Emotional Conseq.	57.6667	66.0667	.02
Blindness - Distressed Identification	40.2667	47.2667	.02
Cosmetic - Proximate Offensiveness	32.7857	38.6000	.05
Mental Retardation - Personal Exclusion	26.3333	30.6000	.05

ferences between the pre- and post-program testing. Two significant changes on questions #6 and #14 at the .05 level resulted.

Much of the work done by recreation aides is more dependent on attitude and feelings of adequacy than it is on specific knowledge or skills. Feeling at ease with patients and being able to interact naturally are far more important in measuring work success than in-depth skill knowledge.

The incomplete sentence test, which consisted of 20 sentences asking respondents what they thought of their own abilities in the field of recreation, had significant differences between pre- and post- responses, at the .05 level on a Chi Square test, on question numbers 4,6, and 9. These responses show an increase in the amount of confidence trainees showed regarding knowledge of sports, organizational ability, and ability to handle any emergencies that may arise while on the job. (Check Appendix XIII for question wording). To avoid a possible bias effect, the scoring of this measurement was carried out by an outside Therapeutic Recreation consultant and the project's research consultant. Responses to the questions were rated on the basis of level or sophistication of response and amount of confidence shown in responding.

D. Trainee and Agency Personnel Evaluation of Program

Trainee Evaluation of Program.- During the final follow-up interviews, the graduates of the program were asked to indicate which aspects of the training they felt were most and which were least useful and to make suggestions for improving the training program. Most all of them felt that more time should be spent at the University before moving on to the training sites. There was general agreement that this time should be devoted to additional activity skill workshops and more opportunity to practice leading activities through role playing situations.

A number of the trainees expressed some dissatisfaction with their on-the-job training experiences at the primary training sites. Some felt that they were not really "welcomed" by the recreation staff members. Others felt that they were not only not "welcomed", but actually resented by the recreation staff. Another complaint was that, in some instances, agency staff did not give the trainees adequate opportunities to plan and conduct activities on their own, but tended, rather, to use them as "flunkies" and "errand runners".

In general, all felt that the training program was a valuable experience, though a few felt it was too long and others felt it was too short. The one aspect reported by all graduates now working in recreation programs as most useful was the opportunity to work with patients while they were still learning activities, and leadership and motivation techniques. The least useful aspect most often reported by these graduates was the activity workshop on music and rhythmic activities for pre-school children. Suggestions for improving the program included more information on planning and conducting recreation activities for geriatric patients; more information on record keeping and ordering supplies; and more role

playing situations concerned with communicating and working with other professional and service staff in agencies.

Agency Evaluation of Program.- Personnel in the training and hiring agencies were impressed with the general performance of most trainees. The weakest area, they felt, was in written language skills. Most trainees could not express themselves adequately. Suggestions, made by these individuals, for improving the training program included:

- providing remedial work in reading and writing skills
- more skill and practice leadership training before trainees arrive at training sites
- more information and practice at record keeping
- more knowledge of how to communicate and work with other departments in a hospital or nursing home
- more work experience with geriatric patients.

Fifteen graduates are currently employed in recreation jobs, two are full time students and four have enrolled in more advanced training programs in the health or social service fields. Thus 66% of those persons completing the training program have made significant progress in movement from their former status of under-employed and/or welfare recipients towards career motivated behavior.

E. Other Evaluative Measures

The written tests were perhaps the weakest component in our evaluation of the success of the training program. In a position such as Recreation Assistant, another important aspect of assessment is on-the-job performance. This was assessed primarily by instructor observation. As in most training programs, the "weeding out" process occurs during the program rather than after the program has been completed. Those individuals who could not be at work on time, who showed no interest in the work, or who had difficulty getting along with patients either dropped out on their own, or were asked to leave somewhere in the middle of the program. For those who continued and completed the program, success was ultimately tested by their ability to obtain and hold a job or to pursue other interests awakened by the program, and by the number of positive responses made by members of the field to this program and its graduates.

Of the ten graduates who did not have high school diplomas or certificates upon entering the program, six had earned their equivalency certificates at the time of the last follow-up. Although the program was not the only motivating force, there is little doubt that it reinforced the desire of these trainees to complete the necessary work to obtain their certificates.

The hospitals used for the first training program, with the exception of Goldwater which was going through a change in administration, offered their sites for the second training program. Again, this is a positive index of the acceptance of the training program and the success

of the trainees. A host institution necessarily involves itself with time and energy. To request this involvement a second time is a show of confidence. Furthermore, all of the primary and several of the secondary training sites hired graduates of the program.

Trainees kept a weekly log, which was given to the instructors at the end of the program. A review of these logs show progressive increase in the amount of confidence expressed by the trainees, in their feelings of control over the environment, and in the insights they show towards the patients and towards the institution. The logs kept by the instructors noted these same types of progressive changes in the trainees.

As the program progressed, the trainees became more sophisticated in activity and program assessment, and in the questions they asked and discussed in group sessions. They became less afraid to speak up or accept criticism, and more sensitive to the needs of patients. All of these observed changes are positive indications of the impact of the training program.

A large group of trainees (15) attended the New York State Recreation Conference. Two trainees participated with the Project Director as panel members of a session devoted to discussion of paraprofessional training. The ease with which the program graduates responded to questions, and the extent of their verbalization of problems faced in their training, caused many of the professionals to take notice, and served to further the case for the inclusion of paraprofessionals in the recreation profession. The awareness of these graduates surprised many people, and paved the way for more programs of this kind, and more cooperation from institutions in placing these assistants.

Another measure of the program's success is the fact that the University was awarded an MDTA contract by the New York State Education Department to conduct two additional training cycles. This new grant extends the training time from 13 weeks to 17 weeks, including 60 hours of remedial work in reading and writing skills, and augments the time spent in preparation at the University from 2 to 4 weeks.

F. Recommended Approach to a High School Program

Project staff met with the vocational education consultant and, based on the content of the training program and discussions with the advisory committee, developed one approach to a high school cooperative education curriculum. It was felt that the high school program should provide students with training which would make it possible for them to obtain entry level jobs in a variety of settings, including not only recreation agencies and treatment settings, but for a suggested elementary school program as well. The proposed approach is described below.

Title: Human Service Career Development in the Secondary Schools - Recreation Leadership Program

Introduction.- The implementation of the proposed program would attempt to demonstrate the validity and effectiveness of a comprehensive and cooperative educational model which integrates counseling, education, training and work experience.

This program - to prepare high school students for human service careers in recreation leadership - is based on the premise that the educational system has a dual obligation - to prepare students for a responsible, productive and self-reliant role in society and to provide a learning environment which will enable each individual to develop his human capacities to the fullest.

In addition, the program both depends on and would encourage cooperative educational responsibility and action between the high schools, colleges and public and private employers.

Problem.- In order to prepare students for the often harsh realities that they will face when they leave high school, the school system should provide viable options to enable the student to become familiar with certain career prospects, prepare for and perform jobs which will provide a sense of service and participation in the economic and social life of the community; and, in addition, provide an entree to and motivation for higher education or training as well as an opportunity for meaningful employment.

High school graduates, as well as pre-graduate drop-outs, leave school and often find that their educational experience has not adequately prepared them either to maintain a satisfactory level of income or to make decisions in terms of vocational training or careers. This recreation leadership program responds to these individual needs as well as to the evident need for young persons who are skilled in this work.

The focus on human services is particularly important for the student who is more strongly motivated by people and concrete action than by abstract concepts and ideas since he has an opportunity to experience the personal satisfaction and sense of mastery which rightfully accrue to a job which is well-performed.

The need for young persons skilled in recreation leadership extends into many sectors but is perhaps greatest within the elementary and intermediate schools. Although the paraprofessional movement has made strides towards changing restrictive staffing patterns, a need still exists for young people, and particularly for young men, to work within the schools. The generation or attitude gap is real if only because it is perceived as real, and the need for young adults to work with younger students to bridge this gap, to lend relevance and vitality to the educational process is acute. The presence of successful young men and women in the elementary school can do much to provide realistic models and alterratives for the

younger student who often has difficulty in finding or identifying with adult, particularly male adult, figures in the home or schools. A young person trained in recreation leadership could provide valuable assistance in physical education classes, special education classes, and after school programs in elementary and intermediate schools as well as in public and private recreation agencies, hospitals and residential schools.

Objectives.- The major goals of the program are basically: 1. to provide the 11th year student with an option for concentration in a recreation leadership program which combines education, public service, vocational training and employment, and opportunity for continuing education; and 2. to serve the recreation needs of inner-city schools as well as other public and private agencies.

The specific objectives to be achieved are the following:

1. To design a curriculum which is adaptable for use in the secondary schools;

2. To develop a program of vocational counseling which presents comprehensive information on career possibilities and educational requirements in recreation and allied human services;

3. To provide work experience in several areas of recreational leadership;

4. To prepare high school graduates for immediate entry into recreation career ladder positions.

Program Structure

Recruitment and Selection.- Students should be selected during the first half of their 11th year. To be eligible for selection, students must meet the following criteria: 1. eligible for graduation at completion of the 12th year program; 2. able to meet requisite health and physical standards; and 3. qualify for Neighborhood Youth Corps participation if agency is to pay for work experience.

Information about the program would be presented to students through guidance counselors, teachers and other normal channels. All prospective participants would visit employment sites and receive orientation on program specifications. Individual interviews with counselors and the project training director would focus on attitudes toward various aspects of recreation leadership and motivation and assist in final selection.

Program Design

11th Year.- Recruitment and selection should be completed during the first half of the 11th year. Students selected for the program would attend all academic courses, including physical education, as a group so that special units relating to the recreation training program can be incorporated into the subject matter.

In the second half of the year, trainees would begin the program with one period a day spent on general introduction to the field; preparation for summer employment; visits to potential worksites; meeting with recreation professionals; and various counseling activities.

Summer.- All students would be employed on a full-time basis as recreational aides with a public department of recreation or housing, Neighborhood Youth Corps, or similar programs.

12th Year - Curriculum Development.- In addition to English, social studies and academic electives necessary for graduation, students would complete Recreation Skills I and II and Recreation Leadership Training.

Recreation Skills I and II would be offered approximately five periods a week and would include philosophy and basic concepts of recreation, social recreation activities, planning and conducting of trips, safety, and any activity skills that could not be taught as units in regular academic courses.

Recreation Leadership Training would provide opportunity for group and individual vocational and educational counseling, leadership training, feedback and consultation on work experience. Basic concepts of adapting activities to meet the needs and abilities of various disability groups, i.e. mentally retarded, physically disabled, and visually impaired, would be taught during these sessions.

Specially designed units would be integrated into the traditional curriculum in the other courses taken in the 12th year such as English, social studies, physical education, art and music.

The 12th year English curriculum might include communication skills which would assist the students in techniques of record keeping and report writing and preparing and giving case conference reports. A unit on informal dramatics including role playing techniques would also be helpful to the students.

The 12th year social studies curriculum often includes a half-year course concerned with problems of American democracy. Using the field experiences of the students, the teacher could be helped to develop units on such topics as the problems of leisure in a technological society and leisure problems of special populations. In addition, suitable units in urban sociology would be appropriate such as life styles of American social classes.

Both art and music are required subjects in the high school curriculum. Each lends itself to units which would enhance the preparation of students for working in the field of recreation. In art, the use of arts and crafts materials and puppet making could be taught; in music, folk songs and group singing could be taught.

Physical education is required each term. During the 11th and 12th years the students would learn those games of low organization, team, duo and individual sports, folk dance and rhythmic activities which would be useful in the on-the-job component.

Work Experience.- A cooperative work program would be established so that students would work ½ day throughout the year on a rotational basis at each of 3 different work sites: an elementary school, hospital or treatment center and a community recreation center (e.g.- public department of recreation, settlement house, Boy's Club, etc.). In combination with the previous summer's experience, this would provide the student with an opportunity to work with a variety of age groups, different recreational needs and organizational structures.

Staffing Pattern.- A Project or Training Director would be responsible for coordination of the program and would work closely with cooperating counselors and teachers to develop appropriate services and teaching units. This individual should have a Masters Degree in recreation or therapeutic recreation and five years working experience in the field.

All courses for students in the program would be taught by regular personnel with the exception of Recreation Leadership Training and Recreation Skills I and II which would be guided by the Director who would also supervise the cooperative work program.

The teaching staff involved in the project: music, art, industrial art, physical education, English and social studies teachers, would each get an additional period per day for curriculum development, preparation and related staff meetings. To allow for this, an additional 4/5 position above the regular table of organization would be necessary.

Organizational Relationships.- At the present time in New York City, Manhattan Community College, Kingsborough Community College and New York University offer programs leading to advanced certification in recreation leadership. Students would be informed of these and similar opportunities and arrangements would be made to facilitate entry for interested students.

It is expected that faculty and students from these programs would be able to broaden the experience of the high school students through counseling, orientation and general discussions.

New York University hopes to stimulate development of a grant application to obtain funds for demonstrating this suggested approach to development of a cooperative education curriculum in recreation leadership.

F. Other Results

Meetings were held with community college staff and curriculum specialists to determine whether or not trainees could be given credit for completing the training program if they were admitted to a college program

and to discuss what impact a high school curriculum would have on their existing curricula. They concurred that exemption from similar course work could be easily carried out and that giving actual credit through some sort of proficiency examination procedure could probably be accomplished and the idea should be further explored.

They agreed that the existance of a high school curriculum in recreation would necessitate changes in their curricula. What specific changes might have to be made would depend on the type and level of content of the high school program and what percentage of the community college students entering the recreation program had graduated from a high school recreation program.

Project staff were instrumental in getting the Executive Committee of the New York State Recreation and Park Society and the Board of Directors of the National Therapeutic Recreation Society to recommend changes in their respective constitutions and by-laws which would permit all persons working in the field regardless of their educational attainments to become active, voting members of the Societies. In both instances the suggested changes were passed by the membership. The action taken by these societies was a major breakthrough in obtaining recognition of the new careers concept by the profession as a whole.

V. Conclusions and Recommendations

The job analysis phase of this project revealed that there are a variety of positions in recreation agencies, hospitals, nursing homes and extended care facilities which can be effectively filled by trained paraprofessionals. It also resulted in a suggested career lattice which would permit a variety of opportunities for upward mobility of new careerists and in the development of suggested content for paraprofessional training programs.

The field teaching approach used in demonstrating the short-term intensive training program proved to be a very effective method for preparing paraprofessionals for entry level jobs and for upgrading individuals currently employed.

Major problems encountered during the training phase of the project were:

- Poor written language skills on the part of many trainees.
- Lack of positive cooperation on the part of some staff members in primary training sites apparently caused by their feelings that presence of the trainees presented a threat to their jobs.
- Serious personal and health problems presented by some trainees which affected their performance during training. These problems included: serious dental difficulties; insufficient energy and stamina to withstand a 37-hour work week; emotional problems

severe enough to need diagnostic and treatment services which we were unable to obtain; and home robberies and threats to life which welfare workers seemed disinterested in responding to with any real assistance.

- Lack of motivation and sense of job responsibility on the part of younger trainees, probably caused by an overriding sense of futility and lack of direction in thinking about the future.

- Lack of funds for trainee stipends which created undue hardships for many trainees.

In general, project staff and Advisory Committee members felt that the population served by the training program responded well and for the most part were stimulated by their experiences during training to aspire to careers in recreation or other human services.

They also felt there was a need for further revision in the training program to incorporate remedial work in reading and writing skills. Both of these groups agreed that use of video-taping during the second cycle enhanced the learning process and more work should be done to develop teaching tapes designed to increase trainees' skills in problem solving, leading activities, and conducting discussion groups.

In relation to high school curricula, it was concluded that a cooperative education program which incorporated specially designed units into regular academic courses, addition of two full-year courses relating to recreation, and cooperative work experiences in public and private recreation agencies and treatment settings and elementary and intermediate schools would be the best approach.

Meetings with community college staff and curriculum specialists resulted in general agreement that the existance of a high school program would necessitate some changes in their curricula. However, they could not specify what these changes might be until such time as the high school curriculum were actually designed and in operation. They did agree that special course work and field experiences relating to therapeutic recreation could be incorporated into their existing curricula and one of the colleges has already moved in this direction.

Recommendations.- Listed below are recommendations derived from project staff meetings with the Advisory Committee, educational and research consultants, and recreation staff members of the primary training sites.

1. Training staff of programs focused on preparing school dropouts, unemployed and underemployed persons, for entry level positions should include a full-time, experienced counselor who can assist the trainees in handling their personal problems, and carry out necessary referral and follow-up procedures.

2. Remedial work in reading and writing skills should be an integral component of any future training programs.

3. Development and demonstration of the recommended cooperative education program for high schools should be pursued.

4. Further revision and refinement of the intensive training program is needed in order to design a training manual in which content is developed into modular rather than consecutive units.

Appendix I

JOB ANALYSIS QUESTIONNAIRE

Purpose

New York University is thinking of setting up special training programs for recreation personnel. In order to do this we need your help. You have been asked to fill out this questionnaire in order to provide the basic information needed by the Job Analyst to write a description of your job. Please include every task you perform, because it is important that the job description be complete as well as accurate. You are requested to complete this form since you know the duties and requirements of your job.

Instructions

The following instructions may be helpful in setting forth your duties and other facts about your job:

1. Answer each question as directly and briefly as you can, but be sure to give complete information about the work, including what you do, why and how you do it (unless obvious).
2. Describe your duties and responsibilities "as is" -- not as they might be or should be.
3. Answer all questions. Write "none" if the question does not apply.
4. Keep in mind that you are describing a particular job, not your own qualifications. You may have certain qualifications and abilities which exceed the requirements of the job.
5. If you need more space for complete answers, use the back of the sheet or attach additional sheets to the questionnaire.
6. If you have any questions, ask your supervisor.
7. Return your completed questionnaire promptly to your supervisor who will review it.

PLEASE PRINT ALL INFORMATION

NAME_____ DATE_____

NAME OF AGENCY_____

JOB TITLE_____ DEPT._____

HOURS (From - To)_____
Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

SUPERVISOR_____
Name Title

LENGTH OF TIME YOU HAVE BEEN ON THIS JOB_____

Please answer each question as completely as possible. If a particular question does not apply to your job, do not leave the question blank - write in "none". Write on the backs of the questionnaire page if you need more space to give all the details. Contact your supervisor if you have any questions or if you want help in filling out your questionnaire.

A. Your Job Duties — Approx. Hrs. Per Day

1. Daily Duties

a. Functions Concerning Individual Participants_____

b. Functions Concerning Group Participants_____

c. Functions Concerning Non-Contact Duties_____

2. Regular Periodic Duties (weekly, monthly, etc.)

Approx. Hours Per Week (or Month)

a. Functions Concerning Individual Participants _____

b. Functions Concerning Group Participants _____

c. Functions Concerning Non-Contact Duties _____

3. Occasional Duties at Irregular Intervals

Approx. Hour and Frequency

a. Functions Concerning Individual Participants _____

b. Functions Concerning Group Participants _____

c. Functions Concerning Non-Contact Duties _____

4. What records do you maintain as a part of your job. Explain.

5. Give brief summary of your job

6. What responsibility do you have for maintaining the department's supplies, equipment or facilities. Explain in detail.

B. Education Required — Indicate by Check Mark ( )

Give your estimate of the minimum education (or equivalent) required for a beginner on the job, not necessarily your own educational background.

( ) Grammar School (6th Grade)

( ) Junior High School (9th Grade)

( ) Senior High School (12th Grade)

( ) Vocational or Trade School

( ) Art, Music or other Skill Training (describe)

(cont'd on next page)

( ) Some College (Number of Years)_____

( ) Community College Graduate (Major)_____

( ) Four-year College Graduate (Major)_____

( ) Graduate Education (Major and Degree)_____

_____

( ) Other (describe)_____

_____

_____

C. Experience and Training Required (minimum)

1. How many weeks, months or years of experience do you think is necessary before the average beginner with the above amount of formal education could do acceptable work on your job with supervision? _____

_____

_____

2. How many days, weeks or months on this job here at the agency do you think is necessary before an average person with the above education and experience can adapt his (or her) skill and knowledge to do a good job independently?

_____

_____

3. What tasks do you do that you feel require less formal education than you have? _____

_____

_____

4. What tasks do you do that you feel require more formal education than you have? _____

_____

_____

D. 1. List the equipment, instruments, or special tools you use in doing your work, and indicate the extent to which you use them, as follows: (O) for occasional use; (F) for frequent use; and (C) for continuous use. _____

_____

_____

_____

_____

2. List the sports, games and leadership techniques you use in doing your work and indicate the extent to which you use them: (O), (F), (C). _____

_____

_____

_____

_____

E. Physical Effort Required (check the boxes which apply)

	Occasionally	Frequently	Continuously
Move about			
Sit			
Stand			
Move heavy objects (over 20 lbs.)			
Move light objects (under 20 lbs.)			
Work in awkward position			
Moving participant in wheelchair, etc.			
Lifting participant			

Remarks _____

_____

_____

F. Working Conditions

Describe physical conditions present in the location or the nature of your work which you consider to be disagreeable or undesirable (dirt, dust, fumes, odors, dangerous, heat, cold, drafts, poor lighting, limited space, noise, etc.). State whether these conditions are continual, frequent, or occasional.

_____

_____

_____

G. Potential Hazards in the Job

Describe the types of injuries which could happen on your job (cuts, bruises, falls, fire, electric shock, burns, health hazards, etc.). State whether exposure to such hazards is continual, frequent or occasional. _____

_____

_____

H. Responsibilities

1. Do you have any responsibility for the direct leadership of participants? If so, explain. _____

_____

_____

2. Do you have any responsibility for the work of volunteers or any other employee, such as guiding and following up the work of a helper, instructing trainee or learner? If so, describe in detail. _____

_____

_____

3. What responsibility do you have for safeguarding the Agency's property, funds, confidential data, etc.? Describe in detail if any. _____

_____

_____

4. Does your job require that you have working contacts with participants, visitors or with people outside your department? If so, describe in detail the purpose, frequency, whom you contact, and degree of authority you have if you make any commitments for the Agency. _____

_____

_____

5. Do you make contact with community resources on behalf of participants? _____

5a. Do you make contact with other personnel within your own agency on behalf of participants? _____

_____

6. Does your job require responsibility for participants, volunteers and other staff in activities which take place outside Agency facilities. If so, explain. _____

_____

7. Does your work require the use of independent judgment and discretion on your part? If so, give typical examples. _____

_____

_____

8. Does your job require you to use your own initiative. Give examples.

_____

_____

9. Does your job require ingenuity or creative ability in designing, developing, perfecting or adapting equipment, methods, procedure, plans or policies? If so, give examples. _____

_____

_____

_____

I. Instructions and Supervision Received

Check the boxes opposite the statements which apply to your job.

( ) Verbal instructions, from whom? _____
( ) Written instructions, from whom? _____
( ) Other type of instructions, from whom? (describe below)

_____

_____

( ) Close direct supervision, from whom? _____
( ) Direct supervision always available, from whom? _____
( ) Follow established procedure generally, refer only unusual cases to supervisor.
( ) Broad assignments, procedures not standardized; usually with little guidance. Rarely refer problems to supervisor except policy matters.
( ) Organize own work, assign and check work, rarely refer problems to supervisor.
( ) Under administration direction, set up own standards of performance; virtually self-supervision.

-8-

J. Training

1. As part of your job are you required to participate in in-service training? If so, describe. _____

_____

_____

2. As part of your job are you required to increase your knowledge through formal education? If so, describe. _____

_____

_____

K. 1. How did you enter this field? _____

_____

_____

2. How did you get this job? _____

_____

_____

L. Remarks

State below any additional information which you believe will help to describe or understand the duties or responsibilities of your job.

_____

_____

Are there any other tasks you think you should be doing as part of your regular responsibilities? _____

_____

_____

Signature of employee

_____

Signature of supervising head

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY SUPERVISORS ONLY.

M. Supervisory Responsibilities

1. Positions supervised directly and number of employees.

Positions	Number of Employees
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

2. Positions supervised indirectly (through subordinate supervisors).

Positions	Number of Employees
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

3. Character of supervision given.

Check the items below for which you are responsible in your department:

( ) Assigning Work
( ) Hiring
( ) Transferring
( ) Salary increases
( ) Disciplining
( ) Handling grievances
( ) Planning work
( ) Controlling costs
( ) Assisting in policy determinations
( ) Methods and procedures
( ) Maintaining quality of work
( ) Establishing standards
( ) Recruitment of volunteers
( ) Training of volunteers

Other responsibilities _____

_____

_____

_____

Appendix I-A

GENERAL INFORMATION

Name of Agency _____

Address _____ Telephone Number _____

Type of Agency (ie. general hospital, nursing home, etc.) _____

_____

Type of Services Rendered _____

Size _____
Number of Beds Total Staff

Chief Executive _____
Name Title

Name Major Departments _____

_____

_____

Employee Benefits (ie. vacations, paid holidays, group insurance, hospitalization, pensions, etc.) % of payroll -

_____

_____

_____

Other Information

_____

_____

_____

_____

_____

_____

_____

_____

RECREATION DEPARTMENT

Organization Chart (indicate to whom head of department reports, job titles and number of employees in each).

_____

_____

_____

_____

Date Department Organized _____

Recreation Department Head _____
Name Title

_____
Weekly Salary | Daily Hours From - To | Total Weekly Hours

Job Titles and Names of Staff -

Name	Title	Weekly Salary	Daily Hours From - To	Total Weekly Hours

General Objectives

1. Purposes of Services Rendered

2. Characteristics of Participants

a. Nature of disabilities or illnesses.

(1) % ambulatory
(2) % non-ambulatory

b. Sex (indicate whether integrated or segregated).

c. Ages served.

d. General level of education.

e. Occupational backgrounds.

Other Pertinent Information

Appendix I-B

GENERAL INFORMATION

Name of Agency _____

Address _____ Telephone Number _____

Type of Agency (ie. Park, Community Center, Special Programs, etc.) _____

_____

Type of Services Rendered _____

_____

Chief Executive _____
Name Title

Name Major Program Areas _____

_____

Employee Beneifts (ie. vacations, paid holidays, group insurance, hospitalization, pensions, etc.) % of payroll -

_____

_____

_____

Other Information

_____

_____

_____

_____

_____

_____

_____

_____

RECREATION DEPARTMENT

Organization Chart (indicate to whom head of department reports, job titles and number of employees in each)

_____

_____

_____

_____

Date Department Organized _____

Recreation Department Head _____
Name Title

_____

Weekly Salary | Daily Hours From - To | Total Weekly Hours

Job Titles and Total Number Employed Under Each Title -

Job Title	Total Number of People in this Job Title	Weekly Salary	Daily Hours From - To	Total Weekly Hours

General Objectives

1. Purposes of Services Rendered

2. Ages Served

3. Special Program for older citizens? _____ Yes _____ No

4. Special Program for disabled? _____ Yes _____ No

5. If "yes," what are the disabilities and age ranges served?

Other Pertinent Information

Appendix II

JOB TASK RATING FORMS

Listed on the following pages are job tasks and functions that a team of job analysts found in six public recreation agencies and recreation departments in a variety of hospitals, institutions and senior centers. Not every task or function is listed, but rather those that were found in at least 50% of all agencies visited. To the right of the list of job tasks and functions are six columns - A, B, C, D, E, F - representing various combinations of levels of education, training and work experience.

A) High school graduate or equivalent with no experience.

B) High school graduate or equivalent with in-service training and one or more years experience.

C) Two years of college with a major in recreation or one year experience in recreation.

D) High school or college graduate with highly specialized training in a field, e.g. - dance, music, drama, fine arts, manual arts or physical education.

E) College graduate (major in recreation or one year recreation experience).

F) Master's or equivalent graduate training in therapeutic recreation and two years experience in recreation or closely allied field and five years experience.

The experts in therapeutic and public recreation were asked to indicate, by checking the appropriate column, their opinions concerning the minimum acceptable level of preparation required for a person to work with participants with disabilities. Each rater was asked to complete this form three times: 1) for a person to work with participants with moderate disabilities; 2) for a person to work with participants with severe disabilities; 3) for a person to work with participants with multiple disabilities.

		A	B	C	D	E	F
1. Major responsibility for planning sports activities.	1.						
2. Instructing and leading sports activities.	2.						
3. Assist in instructing and leading sports activities.	3.						
4. Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.	4.						
5. Major responsibility for organizing and conducting athletic teams.	5.						
6. Assist in organizing and conducting athletic teams.	6.						
7. Major responsibility for planning active and table games.	7.						
8. Instructing and leading active and table games.	8.						
9. Assist in instructing and leading active and table games.	9.						
10. Supervising active and table games.	10.						
11. Major responsibility for planning out-trips.	11.						
12. Leading out-trips.	12.						
13. Assist in leading out-trips.	13.						
14. Supervising out-trips.	14.						
15. Major responsibility for planning special events and programs.	15.						
16. Leading special events and programs.	16.						
17. Assist in leading special events and programs.	17.						
18. Supervising special events and programs.	18.						

		A	B	C	D	E	F
19. Major responsibility for planning crafts* program.	19.						
20. Instructing and leading crafts program.	20.						
21. Assist in instructing and leading crafts program.	21.						
22. Supervising crafts program.	22.						
23. Major responsibility for planning music, art, ceramic, sculpture, dance, drama and/or other creative activities.	23.						
24. Instructing and leading music, art, ceramic, sculpture, dance, drama and/or other creative activities.	24.						
25. Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.	25.						
26. Supervising music, art, ceramic, sculpture, dance, drama and/or other creative activities.	26.						
27. Major responsibility for planning manual arts program including woodwork, metal work, plastics etc.	27.						
28. Instructing and leading manual arts program.	28.						
29. Assist in instructing and leading manual arts program.	29.						
30. Supervising manual arts program.	30.						
31. Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertainment.	31.						
32. Assist in conducting large group activities, e.g. bingo, movies, entertainment.	32.						

*excludes fine arts including painting, sculpturing, advanced ceramics and manual arts, e.g. woodwork, metal work and plastics.

		A	B	C	D	E	F
33. Major responsibility for planning and conducting social and seasonal events.	33.						
34. Assist in conducting social and seasonal events.	34.						
35. Major responsibility for leading discussion group.	35.						
36. Assist in leading discussion group.	36.						
37. Major responsibility for preparing and operating equipment for events, including audio-visual equipment.	37.						
38. Assist in preparing and operating equipment for events, including audio-visual equipment.	38.						
39. Prepare and serve refreshments.	39.						
40. Managing and editing participants' newspaper.	40.						
41. Assist in management and production of newspaper.	41.						
42. Major responsibility for planning a day camp or resident camp program.	42.						
43. Instructing and leading camp activities.	43.						
44. Assist in instructing and leading camp activities.	44.						
45. Supervising camp activities.	45.						
46. Instruct and guide in personal appearance and other personal matters.	46.						
47. Assist in conducting grooming and hygiene classes.	47.						
48. Leading adult special interest groups (i.e., bowling, gardening, collecting).	48.						

		A	B	C	D	E	F
49.	Assist in leading adult special interest groups (i.e., bowling, gardening, collecting).	49.						
50.	Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	50.						
51.	Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	51.						
52.	Engage in individual recreational counseling.	52.						
53.	Plan with individuals for post-institutional or post-program participation in the community.	53.						
54.	Adapt activities and equipment to facilitate the participation of some disabled persons.	54.						
55.	Participate in the interdisciplinary team conference.	55.						
56.	Prepare periodic statistical reports.	56.						
57.	Prepare participant evaluation reports.	57.						
58.	Prepare program evaluation reports.	58.						
59.	Prepare reports to be used in the community.	59.						
60.	Prepare observational reports on participants.	60.						
61.	Prepare periodic activity reports.	61.						
62.	Selecting and requisitioning appropriate and adequate supplies and equipment.	62.						
63.	Store and keep records of recreation supplies.	63.						
64.	Maintain recreation equipment.	64.						

		A	B	C	D	E	F
65. Issue supplies and/or equipment to program participants.	65.						
66. Plan equipment, supply and personnel budgets.	66.						
67. Evaluate the value and usability of equipment and supplies.	67.						
68. Supervising volunteers.	68.						
69. Supervising field work students.	69.						
70. Supervising untrained paid workers.	70.						
71. Supervising professionals.	71.						
72. Training volunteers.	72.						
73. Training pre-professional staff.	73.						
74. Organizing and supervising in-service training program.	74.						
75. Participate in decision-making bodies of the institution or agency.	75.						
76. Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.	76.						
77. Active participation in interdisciplinary team meetings (i.e., ward conferences).	77.						
78. Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.	78.						
79. Meet with visitors and/or relatives of participants.	79.						
80. Others (please describe.)	80.						

Appendix III

ACTUAL JOB TASKS AND FUNCTIONS CARRIED OUT BY RESPONDANTS WITH HIGH SCHOOL DIPLOMA OR EQUIVALENT

Clerical functions, i.e.

make tennis reservations
sell tickets of admission to facilities
give out applications for entrance permits
distribute publicity
issue equipment
keep supply inventories
handling public complaints
recording attendance at facilities
ordering supplies
operating duplicating machines
purchasing supplies using petty cash
keeping records and reports

Maintenance of equipment and facilities, i.e.

maintain supplies and equipment
assist in pool maintenance
keep recreation areas neat and clean

Job functions relating to safety, i.e.

acting as a rink guard
acting as a life guard
administering first aid
enforcing safety rules and regulations

General recreation functions, i.e.

assisting at mass activities
decorates or assists in decorating recreation areas
showing films

Leadership functions, i.e.

assists in teaching arts and crafts, special events, out-trips, discussion groups, sports, games, drama, music, etc.
assists in leading special interest clubs
conducts activities, i.e. drama, special events, sports, games, group singing, storytelling
leads lounge programs
teaching swimming and water safety
taking patients on out-trips
leading motivation groups
counseling and disciplining children
advises a service committee
supervising groups at beach

Actual Job Tasks and Functions Carried Out
by Respondants with High School Diploma or Equivalent (Cont'd)

Supervisory functions

supervising park activities
supervising volunteers
supervising sub-ordinate staff

Miscellaneous

attend orientation, in-service training, staff meetings and conferences
shopping for patients
transporting patients
feeding patients
writing letters for patients
providing musical entertainment at mass activities

Appendix IV

TASKS REQUIRING LESS EDUCATION THAN THAT OF RESPONDANTS

Major Tasks	Number of Responses by Level of Education of Respondants M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
arranging entertainment	2	0	2	0	1
serving refreshments	1	6	2	3	7
transporting patients	1	10	3	1	8
program preparation	0	0	2	1	0
selecting music	0	1	1	1	1
decorating	0	1	0	1	1
repairing instruments	0	0	0	1	0
program participation	0	0	0	3	0
cleaning	4	14	18	2	25
maintenance	7	15	9	2	9
inventory	4	5	3	2	1
clerical work	17	27	13	4	3
attending meetings	1	0	0	0	0
facilities and administration planning	2	0	0	0	0
preparing out-trip lists	1	0	1	0	0
physical labor	1	2	2	1	1
running errands	0	1	0	0	0
moving equipment	0	9	0	2	4
sorting supplies	0	1	0	0	0
mechanical tasks	0	1	1	0	1
arts and crafts	3	7	10	0	2
conducting mass activities	4	2	0	0	1
storytelling	0	1	1	0	1

TASKS REQUIRING LESS EDUCATION THAN THAT OF RESPONDANTS (cont'd)

Major Tasks	Number of Responses by Level of Education of Respondants: M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
showing movies	0	2	2	0	5
sports and games	1	7	18	3	9
gardening	0	0	0	0	1
setting bowling pins	0	0	0	0	1
group discussions	0	0	0	0	1
out-trips	1	2	0	0	0
personal care of patients	0	4	1	0	6
working with people	0	1	1	0	0
mobility training	0	0	0	0	0
first aid	1	0	0	0	0
many	0	2	1	0	0
all tasks	1	4	1	0	4
none	2	16	14	3	9
Number of Respondants at Each Level	(29)	(106)	(80)	(20)	(74)

Appendix V

TASKS REQUIRING MORE EDUCATION THAN THAT OF RESPONDANTS

Major Tasks	Number of Responses by Level of Education of Respondants				
	M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
remotivation techniques	0	0	0	0	2
early childhood ed.	1	0	0	1	3
group dynamics	1	10	4	0	4
psychology and human behavior	6	24	8	5	9
counseling patients	0	6	2	0	0
budget	0	2	2	0	0
ordering supplies and equipment	0	1	0	0	0
clerical	0	1	1	0	0
program planning and evaluation	0	0	1	0	1
publicity writing	0	0	1	0	0
facility planning	2	1	0	0	0
mechanical knowledge for repairs	1	0	0	0	0
research training	1	1	0	0	0
administration	1	5	2	1	1
supervision	0	5	3	0	4
public speaking	0	2	0	1	1
arts and crafts	0	0	3	0	3
dance training	0	0	2	0	1
scenery construction	0	0	0	0	1
art training	0	0	0	0	0
physical education	1	1	2	0	1
recreation techniques	0	7	12	1	6

TASKS REQUIRING MORE EDUCATION THAN THAT OF RESPONDANTS (cont'd)

Major Tasks	Number of Responses by Level of Education of Respondants: M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
leadership techniques	0	1	0	0	0
decision making	0	1	0	0	0
medical knowledge	0	0	3	0	3
education in working with retarded	-	-	1	0	1
communication skills, e.g. language skills, writing techniques	0	0	1	0	0
all tasks	0	0	1	0	0
none	17	51	33	12	34

Appendix VI

MODAL AND MEAN RESPONSES ON THE JOB TASK RATING FORM

		1 A	2 B	3 C	4 D	5 E	6 F
1. Major responsibility for planning sports activities.	1.				M_2	M_1 •	
2. Instructing and leading sports activities.	2.		M_2	•	M_1		
3. Assist in instructing and leading sports activities.	3.	M_2	M_1 •				
4. Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.	4.		M_1	M_1 •		M_1	
5. Major responsibility for organizing and conducting athletic teams.	5.				M_1 •	M_1	
6. Assist in organizing and conducting athletic teams.	6.		M_1 •	M_2			
7. Major responsibility for planning active and table games.	7.			M_2	•	M_1	
		1	2	3	4	5	6

LEGEND

A = High School - no experience

B = High School plus experience (1 year or more)

C = 2 years college with credits or A.A. in Recreation

D = High School or B.A. plus highly specialized training, i.e. Phys. Ed., Music, Art, Drama

E = B.A. - Recreation

F = M.A. - Therapeutic Recreation plus 2 years experience

M_1 = Primary Mode

M_2 = Secondary Mode

• = Arithmetical Mean Average, where A=1, B=2, C=3, D=4, E=5, F=6

Appendix VI (cont'd.)

		1 A	2 B	3 C	4 D	5 E	6 F
8. Instructing and leading active and table games.	8.		M_1 •	M_1 •			
9. Assist in instructing and leading active and table games.	9.	M_2	M_1 •				
10. Supervising active and table games.	10.		M_2	M_1 •		M_2	
11. Major responsibility for planning out-trips.	11.					M_1 •	M_2
12. Leading out-trips.	12.			M_2 •	M_1		
13. Assist in leading out-trips.	13.		M_1 •	M_2			
14. Supervising out-trips.	14.		M_2	M_2	•	M_1	
15. Major responsibility for planning special events and programs.	15.					M_1 •	M_2
16. Leading special events and programs.	16.			M_1 •	M_1		
17. Assist in leading special events and programs.	17.		M_1 •	M_2			
18. Supervising special events and programs.	18.		M_2		•	M_1	
19. Major responsibility for planning crafts* program.	19.				M_1 •	M_2	
20. Instructing and leading crafts program.	20.		M_2	•	M_1		
21. Assist in instructing and leading crafts program.	21.		M_1 •	M_2			
22. Supervising crafts program.	22.		M_2	•	M_1		
23. Major responsibility for planning music, art, ceramic, sculpture, dance, drama and/or other creative activities.	23.				M_1 •	M_2	M_2
		1	2	3	4	5	6

* excludes fine arts including painting, sculpturing, advanced ceramics and manual arts, e.g. woodwork, metal work and plastics.

Appendix VI (cont'd.)

		1 A	2 B	3 C	4 D	5 E	6 F
24. Instructing and leading music, art, ceramic, sculpture, dance, drama and/or other creative activities.	24.		M_2	M_2	M_1		
25. Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.	25.		M_1	M_1			
26. Supervising music, art, ceramic, sculpture, dance, drama and/or other creative activities.	26.		M_2		M_1		
27. Major responsibility for planning manual arts program including woodwork, metal work, plastics, etc.	27.				M_1	M_2	
28. Instructing and leading manual arts program.	28.			M_2	M_1		
29. Assist in instructing and leading manual arts program.	29.		M_1	M_2			
30. Supervising manual arts program.	30.				M_1	M_2	
31. Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertainment.	31.			M_2		M_1	
32. Assist in conducting large group activities, e.g. bingo, movies, entertainment.	32.	M_2	M_1	M_2			
33. Major responsibility for planning and conducting social and seasonal events.	33.					M_1	M_2
34. Assist in conducting social and seasonal events.	34.		M_1		M_2		
35. Major responsibility for leading discussion group.	35.			M_2		M_1	
36. Assist in leading discussion group.	36.		M_1	M_2	M_2		
37. Major responsibility for preparing and operating equipment for events, including audio-visual equipment.	37.		M_1		M_2		
		1	2	3	4	5	6

Appendix VI (cont'd.)

		1 A	2 B	3 C	4 D	5 E	6 F
38. Assist in preparing and operating equipment for events, including audio-visual equipment.	38.	M_2	M_1				
39. Prepare and serve refreshments.	39.	M_1	M_2				
40. Managing and editing participants' newspaper.	40.				M_2	M_1	
41. Assist in management and production of newspaper.	41.		M_1	M1			
42. Major responsibility for planning a day camp or resident camp program.	42.					M_2	M_1
43. Instructing and leading camp activities.	43.			M_2	M_1		
44. Assist in instructing and leading camp activities.	44.		M_1	M_2			
45. Supervising camp activities.	45.		M_2			M_1	
46. Instruct and guide in personal appearance and other personal matters.	46.				M_1	M_2	
47. Assist in conducting grooming and hygiene classes.	47.		M_1			M_2	
48. Leading adult special interest groups (i.e., bowling, gardening, collecting).	48.		M_2		M_1	M_2	
49. Assist in leading adult special interest groups (i.e., bowling, gardening, collecting).	49.		M_1		M_2		
50. Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	50.			M_2	M_2	M_1	
51. Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	51.		M_1	M_2			
		1	2	3	4	5	6

Appendix VI (cont'd.)

		1 A	2 B	3 C	4 D	5 E	6 F
52. Engage in individual recreational counseling.	52.					M_2	M_1
53. Plan with individuals for post-institutional or post-program participation in the community.	53.					M_1	M_1
54. Adapt activities and equipment to facilitate the participation of some disabled persons.	54.					M_1	M_2
55. Participate in the interdisciplinary team conference.	55.					M_2	M_1
56. Prepare periodic statistical reports.	56.			M_2		M_1	M_2
57. Prepare participant evaluation reports.	57.					M_1	M_1
58. Prepare program evaluation reports.	58.					M_1	M_1
59. Prepare reports to be used in the community.	59.					M_2	M_1
60. Prepare observational reports on participants.	60.			M_2		M_1	
61. Prepare periodic activity reports.	61.		M_1	M_2			
62. Selecting and requisitioning appropriate and adequate supplies and equipment.	62.			M_2		M_1	M_2
63. Store and keep records of recreation supplies.	63.	M_2	M_1				
64. Maintain recreation equipment.	64.	M_1	M_2				
65. Issue supplies and/or equipment to program participants.	65.	M_1	M_2				
66. Plan equipment, supply and personnel budgets.	66.					M_2	M_1
		1	2	3	4	5	6

Appendix VI (cont'd.)

		1 A	2 B	3 C	4 D	5 E	6 F
67. Evaluate the value and usability of equipment and supplies.	67.					M_2	M_1
68. Supervising volunteers.	68.				M_2	M_1	M_2
69. Supervising field work students.	69.					M_2	M_1
70. Supervising untrained paid workers.	70.			M_2		M_1	
71. Supervising professionals.	71.					M_2	M_1
72. Training volunteers.	72.					M_1	M_2
73. Training pre-professional staff.	73.					M_1	M_2
74. Organizing and supervising in-service training program.	74.					M_2	M_1
75. Participate in decision-making bodies of the institution or agency.	75.					M_2	M_1
76. Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.	76.					M_2	M_1
77. Active participation in interdisciplinary team meetings (i.e., ward conferences).	77.					M_1	M_1
78. Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.	78.			M_2	M_2	M_1	
79. Meet with visitors and/or relatives of participants.	79.					M_1	M_1
80. Others (please describe).	80.						
		1	2	3	4	5	6

Appendix VII

JOB TASKS ASSIGNED TO VARIOUS EDUCATION-EXPERIENCE LEVELS BY JOB TASK RATERS

A (High school--no experience)

Task No.	
39	Prepare and serve refreshments.
64	Maintain recreation equipment.
65	Issue supplies and/or equipment to program participants.

B (High school plus one year or more experience)

3	Assist in instructing and leading sports activities.
6	Assist in organizing and conducting athletic teams.
9	Assist in instructing and leading active and table games.
13	Assist in leading out-trips.
17	Assist in leading special events and programs.
21	Assist in instructing and leading crafts program.
25	Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.
29	Assist in instructing and leading manual arts program.
32	Assist in conducting large group activities, e.g. bingo, movies, entertainment.
34	Assist in conducting social and seasonal events.
38	Assist in preparing and operating equipment for events, including audio-visual equipment.
44	Assist in instructing and leading camp activities.
51	Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.
63	Store and keep records of recreation supplies.

C (Two years college--recreation major, or two years college plus one year recreation experience)

Task No.	
2	Instructing and leading sports activities.
4	Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.
8	Instructing and leading active and table games.
10	Supervising active and table games.
16	Leading special events and programs.
20	Instructing and leading crafts program.
36	Assist in leading discussion group.
37	Major responsibility for preparing and operating equipment for events, including audio-visual equipment.
41	Assist in management and production of newspaper.
47	Assist in conducting grooming and hygiene classes.
49	Assist in leading adult special interest groups (i.e. bowling, gardening, collecting).
61	Prepare periodic activity reports.

D (High school or college graduate with highly specialized training in one field, e.g. dance, music, drama, fine arts, manual arts or physical education)

5	Major responsibility for organizing and conducting athletic teams.
7	Major responsibility for planning active and table games.
12	Leading out-trips.
14	Supervising out-trips.
18	Supervising special events and programs.
19	Major responsibility for planning crafts program (Note: this excludes fine arts).

E (College graduate--major in recreation or one year recreation experience)

Task No.	
1	Major responsibility for planning sports activities.
11	Major responsibility for planning out-trips.
15	Major responsibility for planning special events and programs.
33	Major responsibility for planning and conducting social and seasonal events.
35	Major responsibility for leading discussion group.
52	Engage in individual recreational counseling.
54	Adapt activites and equipment to facilitate the participation of some disabled persons.
55	Participate in the interdisciplinary team conference.
57	Prepare participant evaluation reports.
58	Prepare program evaluation reports.
60	Prepare observational reports on participants.
67	Evaluate the value and usability of equipment and supplies.
68	Supervising volunteers.
70	Supervising untrained paid workers.
72	Training volunteers.
73	Training pre-professional staff.
77	Active participation in interdisciplinary team meetings (i.e., ward conferences).
79	Meet with visitors and/or relatives of participants.

Task No.	
22	Supervising crafts program.
23	Major responsibility for planning music, art, ceramic, sculpture, dance, drama and/or other creative activities.
24	Instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.
26	Supervising music, art, ceramic, sculpture, dance, drama and/or othercreative activities.
27	Major responsibility for planning manual arts program including woodwork, metal work, plastics, etc.
28	Instructing and leading manual arts program.
30	Supervising manual arts program.
31	Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertaining.
40	Managing and editing participants' newspaper.
43	Instructing and leading camp activities.
45	Supervising camp activities.
46	Instruct and guide in personal appearance and other personal matters.
48	Leading adult special interest groups (i.e., bowling, gardening, collecting).
50	Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.
56	Prepare periodic statistical reports.
62	Selecting and requisitioning appropriate and adequate supplies and equipment.
78	Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.

F (Masters degree in Therapeutic Recreation plus two years experience in recreation or closely allied field plus five years' experience)

Task No.	
42	Major responsibility for planning a day camp or resident camp program.
53	Plan with individuals for post-institutional or post-program participation in the community.
59	Prepare reports to be used in the community.
66	Plan equipment, supply and personnel budgets.
69	Supervising field work students.
71	Supervising professionals.
74	Organizing and supervising in-service training program.
75	Participation in decision-making bodies of the institution or agency.
76	Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.

Appendix VIII

JOB DESCRIPTIONS

RECREATION ASSISTANT I - (TRAINEE)

Job Summary

Under close supervision, observes and may assist in a variety of recreation tasks; attends formal training program, either inside or outside the agency; attends staff meetings and conferences as required.

Duties

1. Attends formal training program at specified hours to develop necessary basic skills.

2. Observes and may assist in conducting various recreational activities, especially those which require little specific training.

3. Observes and assists in performing clerical and office tasks, such as maintaining inventory records and issuing supplies and equipment.

4. Assists in preparing and operating equipment for various events, including audio-visual equipment.

5. Assists in maintaining recreation areas, facilities and equipment in good condition.

6. Attends staff meetings and conferences as required.

RECREATION ASSISTANT II - PROGRAM

Job Summary

Under normal supervision of Recreation Leader, Specialist or Supervisor, assists in performing a variety of duties involved in carrying out recreation programs, as directed; performs related minor duties, as required.

Duties

1. Assists in instructing and leading recreation activities such as any or all of the following: sports, active and table games, out-trips, special events and programs, social and seasonal events, crafts programs, manual arts, music, art, ceramic, sculpture, dance or other creative activity, camp activities and/or youth groups, e.g. Boy Scouts, Girl Scouts, club groups, etc.; leads programs, as as assigned.

(Duties cont'd)

2. May assist in organizing and conducting athletic teams.

3. May conduct large group activities, e.g. bingo, movies, entertainment.

4. Assists in preparing and operating equipment for various events, including audio-visual equipment.

5. Stores and maintains recreation supplies and equipment; issues supplies and equipment to program participants; keeps records of supplies and equipment.

6. Prepares and serves refreshments.

7. Performs related routine duties such as clerical work, running errands, transmitting messages, etc., as required.

RECREATION ASSISTANT II - PROGRAM (cont'd)

8. May perform personal services for individual participants such as writing letters or shopping for them.

9. Guides and assists volunteers and/or staff members, when assigned.

10. Attends orientation, in-service training, staff meetings and conferences, as required.

RECREATION ASSISTANT II - CLERICAL

Job Summary

Under normal supervision, performs a variety of clerical duties involved in carrying out recreation programs; may assist in conducting group or individual recreational activities when necessary.

Duties

1. Keeps records, maintains files and writes reports regarding recreation programs and services, including items such as details of programs planned, activity schedules, participants attendance and use of facilities, work assignments of staff, payroll time-records, personal records, accidents or other emergencies, inventories of supplies and equipment, correspondence, etc.

2. Issues and collects equipment and supplies; stores and maintains supplies and equipment; requisitions supplies and equipment, as needed; purchases supplies and equipment, as directed.

(Duties cont'd)

3. May control the use of certain facilities by participants, issues membership cards and/or admission tickets, if required by the agency, and collects proper fees, if any; schedules use of courts and other facilities.

4. May perform personal services for individual patients such as writing letters or shopping for them.

5. Gives information to participants and visitors; answers their questions regarding programs and services; listens to their complaints and reports complaints to proper superior.

6. Prepares and distributes invitations, notices, weekly schedules, etc. to concerned persons and runs errands, as required.

7. Performs typing and other office duties, if incumbent possesses necessary skills; may assist in preparing publicity release, if qualified; operates duplicating machines.

8. Guides and assists volunteers and/or other staff members, when assigned.

9. Attends orientation, in-service training, staff meetings and conferences, as required.

10. May assist in conducting group or individual recreational activities, when necessary, i.e. in case of temporary staff shortage due to illness, etc.

RECREATION ASSISTANT II - FACILITIES AND MAINTENANCE

Job Summary

Under normal supervision, performs a variety of functions to maintain and/or improve facilities required for an effective recreation program; may assist by performing certain clerical duties or in conducting group or individual recreational activities when necessary.

Duties

1. Maintains equipment and facilities in good condition; makes minor repairs to equipment such as movie projectors, record players, tape recorders, etc.; keeps outdoor recreation facilities such as swings, teeter-totters, basketball courts, tennis courts, baseball diamonds, etc. in first-class condition; makes adjustments to and repairs any other type of equipment used in the recreation program such as pool tables, ping pong tables, gymnasium apparatus, etc.; arranges for major repairs, as necessary.

RECREATION ASSISTANT II - FACILITIES AND MAINTENANCE (cont'd)

2. Assists in maintaining recreation areas neat and clean.

3. Assists in decorating for special events and seasonal parties; assists in making stage props for shows, and in setting up and operating spotlights and other special lighting effects.

4. Operates equipment such as movie or slide projectors, record players, tape recorders, etc.

5. May assist in swimming pool maintenance; may serve as skating rink guard; may perform any type of guarding assignment; may supervise the use of playground or park facilities.

6. Administers first-aid as necessary.

7. Guides and assists volunteers and/or other staff members, when assigned.

8. Attends orientation, in-service training, staff meetings and conferences, as required.

9. May perform certain clerical functions such as controlling the use of facilities by participants, issuing and collecting equipment and supplies, etc., in the absence of the staff member who usually performs such functions; may assist in conducting certain group or individual recreational activities when necessary.

RECREATION LEADER - GENERALIST

Job Summary

Under general supervision of Recreation Supervisor, performs a variety of duties involved in carrying out recreation programs in assigned areas; may assist in planning programs; may supervise the work of Recreation Assistants and/or Volunteers; performs related duties, as required.

Duties

1. Instructs and leads recreation activities such as any or all of the following: sports, active and table games, out-trips, special events and programs, social and seasonal events, crafts programs, manual arts, music, art, ceramic, sculpture, dance or other creative activity, camp activities and/or youth groups, e.g. Boy Scouts, Girl Scouts, club groups, etc.; may assist in adapting activities and/or equipment to facilitate the participation of disabled persons.

RECREATION LEADER - GENERALIST (cont'd)

2. Prepares and operates equipment for events, including audio-visual equipment; ensures that adequate supplies and equipment are available as needed.

3. May assist in leading activities such as discussion groups, management and production of a newspaper, grooming and hygiene classes, adult special interest groups, i.e. bowling, gardening, collecting.

4. May supervise recreation activities such as active and table games, certain sports activities, i.e. roller skating, bowling, nature walks within the agency's grounds.

5. Participates in team conferences, where appropriate.

6. Prepares periodic activity reports and other reports as directed.

7. Supervises the work of Recreation Assistants, Trainees, Volunteers or others; assigns duties and follows up to ascertain that they are performing duties properly; instructs subordinates, as necessary.

8. May administer first-aid to participants who suffer minor injuries.

9. Performs the duties of Recreation Assistant, Trainee or Volunteer, as required, especially in emergency situations.

RECREATION LEADER - SPECIALIST

Job Summary

Under general supervision, performs a variety of duties involved in planning and carrying out specialized recreation programs; coordinates and supervises approved programs; may supervise the work of Recreation Assistants, Volunteers or other recreation workers; performs related duties, as required.

Duties

1. Develops detailed plans, usually in cooperation with other staff members, for highly specialized recreation programs such as one or more of the following: sports, active and table games, crafts programs, creative activities (i.e. music, art, ceramics, sculpture, dance, drama, etc.) manual arts, large group activities, organizing athletic teams, camping, etc.; may assist in adapting activities and/or equipment to facilitate the participation of disabled persons.

2. Directs, instructs and leads any such specialized activity, as assigned; supervises and leads out-trips, special programs and events, as assigned, supervises the work of assigned staff members and/or volunteers; assigns duties and follows up to ascertain that they are performing their duties properly.

3. Instructs and leads in camp activities and/or other youth groups, e.g. Boy Scouts, Girl Scouts, club groups; instructs and guides in

RECREATION LEADER - SPECIALIST (cont'd)

personal appearance and other personal matters; leads adult special interest groups (i.e. bowling, gardening, collecting, etc.); may manage and edit participants' newspaper.

4. May instruct and train staff members and/or volunteers in a specialized activity such as those listed in paragraph 1 above.

5. Participates in team conferences, where appropriate.

6. Maintains various records regarding programs and participants; prepares periodic and/or special reports, as required.

7. Selects appropriate supplies and equipment; requisitions supplies and equipment as necessary to maintain adequate inventory.

8. May contact outside agencies or individuals to arrange for out-trips, entertainers, contributions, etc.

RECREATION SUPERVISOR

Job Summary

Under general supervision of the Director of Recreation, plans, or assists in planning, recreation programs; schedules, coordinates and supervises approved programs; assigns duties to subordinate staff members and volunteers, and follows up to ascertain that they are performing their duties properly. May perform the duties of Recreation Leader or other subordinate, if necessary.

Acts in behalf of the Director of Recreation in his absence, if directed to do so.

Duties

1. Develops detailed plans, frequently in cooperation with other staff members and sometimes with participants, for recreation programs such as sports activities, out-trips, special events, social and seasonal events, camp programs, etc.

2. Supervises assigned recreation staff members and volunteers; assigns duties and follows up to ensure that they are performing their duties properly; recommends desirable changes in status including salary increases, promotions, transfers, leaves of absence, terminations, etc.; administers equitable and appropriate discipline if necessary.

RECREATION SUPERVISOR (cont'd)

3. Assists in training of staff and volunteers.

4. Ensures that adequate inventory of recreation supplies and equipment is maintained.

5. May lead discussion groups; may engage in individual recreational counseling.

6. Adapts activities and equipment to facilitate the participation of certain persons, as necessary.

7. Evaluates programs and participants; prepares evaluation reports, accident reports, etc.; prepares observational reports on participants; evaluates the value and usability of equipment and supplies.

8. Participates actively in interdisciplinary conferences and team meetings; disseminates appropriate information to subordinate staff.

9. Meets with visitors and/or relatives of participants; answers their questions and attempts to gain their goodwill.

10. Performs the duties of Recreation Leader or other subordinate staff member as required, especially in emergency situations.

11. Performs the functions of Director of Recreation in his absence, if directed to do so.

DIRECTOR OF RECREATION

Job Summary

Under general administrative direction, plans, coordinates, directs and controls all recreational programs and services of the agency.

Duties

1. Develops master plans for the agency's recreation programs and services such as day camp and/or resident camp programs, sports activities, out-trips, special events, social and seasonal events, etc. within the agency's general policies.

2. Plans programs in conjunction with other disciplines (e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, etc.) to help achieve specific treatment goals; cooperates in implementing and/or conducting the activities thus programed.

DIRECTOR OF RECREATION (cont'd)

3. Plans, with individuals who are concerned, for post institutional or post-program participation in the community.

4. Develops annual budgets for equipment, supplies and personnel; controls expenditures against approved budgets.

5. Administers and coordinates all recreation programs; supervises all planned activities, usually through subordinate supervisors; follows up to ensure that all staff members, field-work students and volunteers perform their work properly; evaluates effectiveness of the various programs.

6. Maintains adequate Recreation Department staff; recruits, selects and hires staff as required; evaluates performance of staff members; approves desirable changes in status, including salary increases, promotions, transfers, leaves of absence, etc.; administers equitable and appropriate discipline as necessary.

7. Organizes, implements and supervises appropriate in-service training programs for professional and sub-professional staff members and for volunteers.

8. Fosters and maintains good public relations; develops publicity releases designed to gain goodwill; assists in educating the public to appreciate the importance of appropriate recreation programs; may give speeches to local organizations such as, church groups, P.T.A.'s, etc.

9. Prepares periodic and special reports to be used in the agency and/or in the community.

10. Attends management staff meetings and participates in making policy decisions for the agency which may affect the recreational services.

11. May perform the duties of Recreation Supervisor or other subordinate, when necessary, especially in an emergency.

Appendix IX

PARTICIPANTS OF TWO-DAY CONFERENCE

Edith L. Ball
Professor of Education
New York University
School of Education

Maurice J. Beckles
Head Recreation Supervisor
Kings Park State Hospital

Adell C. Carr
Director, Recreation Therapy
Mt. Sinai Hospital at Elmhurst

Mary Jane Cassidy
Director of Recreation
Goldwater Memorial Hospital

Clarence DuBois
Recreation Aide
Bellevue Psychiatric Hospital

Sally Fechtmeyer
Program Associate
New York State Division of
Mental Hygiene

Virginia Frye, Coordinator
Therapeutic Recreation Curricula
University of Illinois

John T. Hanlon
Supervisor of Recreation
Letchworth Village

Frank Hartsoe, Director
Community Center Department
Children's Village

Emily Healy
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Fred Humphrey, Instructor
Recreation and Parks Program
Pennsylvania State University

Ira J. Hutchison, Jr.
Special Assistant, Urban Affairs
National Recreation and Park
Association

Lorraine Kelban
Recreation Specialist
Ill, Handicapped and Homebound Program
Nassau County Division of Recreation

Edith King
Director of Personal Aid to the
Homebound Program
Federation of the Handicapped

Joseph LaRusso, Director
Recreation Department
Bellevue Hospital Center

Claudette B. Lefebvre
Instructor
New York University
School of Education

Elaine Maunton
Recreation Coordinator
Parks, Recreation and Cultural
Affairs Administration

Edna Maynor
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Jeanette McGranahan
Recreation Consultant
Federation of Protestant Welfare
Agencies, Inc.

Nelle Moran
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Connie Oliverson
Chief of Recreation
Bellevue Psychiatric Hospital

PARTICIPANTS OF TWO-DAY CONFERENCE (cont'd)

Beverly Savage
Assistant Recreation Director
Bellevue General Hospital

Adriana Seymour
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Lester Simon
Director of Recreation
Blythedale Children's Hospital

Mae Stadler
Instructor in Recreation
San Jose State College

Elliott G. Young
Director of Recreation and Camping
New York Association for the Blind

Appendix X

PARTICIPANTS OF ONE-DAY WORKSHOP

Dr. Martin Hamburger, Head
Division of Vocational Education
and Applied Arts and Sciences
New York University
School of Education

Mr. Donald Hoak
Director
Vocational and Extension Board

Dr. Mary Jacobs, Chairman
Physical Education, Health Education
and Recreation Department
Manhattan Community College

Dr. Richard Kraus
Professor of Education
Program in Recreation and Related
Community Services
Teachers College

Miss Claudette Lefebvre
Instructor
New York University
School of Education

Dr. Herbert Rusalem
Assistant Director of Research and Demonstration
Center for Education of Handicapped Children
and Youth
Teachers College

Mr. Mitchel Wenzel
Instructor
Health and Physical Education Department
Bronx Community College

Dr. Harry Wolfson
Assistant Superintendent
New York City Board of Education

Appendix XI

PROJECT ADVISORY COMMITTEE

Professor Edith L. Ball
Professor of Education
New York University
School of Education

Dr. Murray H. Block, President
Borough of Manhattan Community College

Professor Martin Hamburger, Head
Division of Vocational Education and Applied Arts and Sciences
New York University
School of Education

Honorable Hayes W. Jones
Commissioner of Recreation
The City of New York Recreation, Parks and Cultural Affairs Administration

Honorable Louis L. Levine
Deputy Industrial Commissioner
New York State Department of Labor

Miss Janet Pinner
Director of Selective Placement
Division of Employment
New York State Department of Labor

Professor Frank Riessman, Director
New Careers Development Center
New York University

Mr. Louis Saltzman
District Supervisor
New York State Division of Vocational Rehabilitation

Mr. Arthur J. Sinclair, Director
New Jersey Rehabilitation Commission

Mr. Alois Soeller
Associate Classification and Pay Analyst
Division of Classification and Compensation
New York State Department of Civil Service

Samuel Sverdlik, M.D.
Director of Physical Medicine and Rehabilitation
St. Vincent's Hospital

Appendix XII

COURSE OUTLINE
FIRST TRAINING CYCLE

First Week

Monday, August 4

9:00	Registration Coffee
10:00-11:00	Introduction/Social Game
11:00-12:00	Orientation Philosophy/Why-What-How/of Training Program
12:00-1:00	Lunch
1:00-3:00	Orientation Continued Free (Open) Discussion
3:00-5:00	Course Outline Announcements Descriptions Expectations and Questions/Theirs, Ours

Tuesday, August 5

9:00-12:00	Understanding Normal Growth and Development Lecture and Discussion
12:00-1:00	Lunch
1:00-5:00	Orientation to Recreation for Special Groups Films: Steps of Age Cast No Shadow Discussion

Wednesday, August 6

9:00-12:00	Introduction to Skill Development Display Practical Demonstration
12:00-1:00	Lunch
1:00-5:00	Understanding Disabilities

Thursday, August 7

9:00-5:00	Field Trip, Residential Camp for retarded and brain-injured Lunch and Discussion

Friday, August 8

9:00-12:00	Testing
12:00-1:00	Lunch

Friday, August 8 (cont'd)

1:00-3:00	General Information on Training Sites	
	Dos and Don'ts	
	Safety	
	Ethics	
	Confidentiality	
	Group Assignment	
3:00-4:00	Groups Meet with Instructor	
4:00-5:00	Coffee/Informal Discussion	

First Week on Job
(First Week at First Agency)

	Priorities	No. Hours
Monday, August 11		
A.M.	Class orientation	1
	Agency orientation	
	Agency philosophy	
	Description of agency population	
	Safety procedures	
	Staff policies	1½
	Summary	½
P.M.	Tour of Agency	
	Staff introductions	4
Tuesday, August 12		
A.M.	Class discussion	
and	Film - Children in the Hospital	
P.M.	Trainee impressions	1
	Philosophy of Recreation and its application to population now being served	6
Wednesday, August 13		
A.M.	Introduction to skill training	
	Individual instructors	3
P.M.	Observation - participation	4
Thursday, August 14		
A.M.	Continue skill training	
	Introduction to leadership techniques	3
P.M.	Observation - participation	4
Friday, August 15		
A.M.	Continue skills and/or leadership techniques	3
P.M.	Observation - participation	4

Second Week on Job
(Second Week at First Agency)

	Priorities	No. Hours
Monday, August 18		
A.M.	Leadership and skill training	3
P.M.	O.J.T.*	4
Tuesday, August 19	Same as Monday	7
Wednesday, August 20		
A.M.	Social Recreation Workshop All three groups together Film - Organization of Free Play	3
P.M.	O.J.T.	4
Thursday, August 21	Same as Monday	7
Friday, August 22	Same as Monday	7

Third Week on Job
(Third Week at First Agency)

Monday, August 25		
A.M.	Leadership and skill training	3
P.M.	O.J.T.	4
Tuesday, August 26	Same as Monday	7
Wednesday, August 27		
A.M. and P.M.	O.J.T.	7
Thursday, August 28		
A.M.	Evaluation of trainees, staff, and agency; orientation to new agency	3
P.M.	O.J.T.	4
Friday, August 29		
A.M.	All groups at N.Y.U. Music and dance workshop	3
P.M.	General trainee conference	4

* On the job training

Fourth Week on Job
(First Week at Second Agency)

	Priorities	No. Hours
Monday, September 1		
A.M.	Class orientation	1
	Agency orientation	
	Agency philosophy	
	Description of agency population	
	Safety procedures	
	Staff policies	1½
	Summary	½
P.M.	Tour of Agency	
	Staff Introductions	4
Tuesday, September 2		
A.M.	Class discussions	
	Trainee impressions	1
	Agency philosophy and its application to providing recreation service to population now being served	2
P.M.	O.J.T.	4
Wednesday, September 3		
A.M.	Puppetry, Drama	3
P.M.	O.J.T.	4
Thursday, September 4		
A.M.	Leadership and skill training	3
P.M.	O.J.T.	4
Friday, September 5		
A.M. and P.M.	O.J.T.	7

Fifth Week on Job
(Second Week at Second Agency)

Monday, September 8		
A.M.	Leadership and skill training	3
P.M.	O.J.T.	4
Tuesday, September 9		
A.M.	The Value of Communication	
	Film - Working and Playing to Health	
	Team Concept	
	Concepts on Interpersonal Communication	3

	Priorities	No. Hours
Tuesday, September 9 (cont'd)		
P.M.	O.J.T.	4
Wednesday, September 10		
A.M.	Crafts Workshop	3
P.M.	O.J.T.	4
Thursday, September 11		
A.M.	Continue Tuesday A.M. (Value of of Communication)	3
P.M.	O.J.T	4
Friday, September 12		
A.M. and P.M.	O.J.T.	7

Sixth Week on Job
(Third Week at Second Agency)

Monday, September 15		
A.M.	Introduction to program planning	3
P.M.	O.J.T.	4
Tuesday, September 16		
A.M.	Continue program planning	3
P.M.	O.J.T.	4
Wednesday, September 17		
A.M.	Team Sports Workshop (N.Y.U.)	3
P.M.	O.J.T.	4
Thursday, September 18		
A.M.	Physical Activities Workshop (N.Y.U.)	3
P.M.	O.J.T.	4
Friday, September 19		
A.M.	All groups at N.Y.U. Evaluation of trainees, staff and agencies Orientation to new agency	3
P.M.	General conference (All groups) Film - Dehumanization Discussion	4

Seventh Week on Job
(First Week at Third Agency)

	Priorities	No. Hours
Monday, September 22		
A.M.	Class orientation	1
	Agency orientation	
	Agency philosophy	
	Description of agency population	
	Safety procedures	
	Staff policies	1½
	Summary	½
P.M.	Tour of Agency	
	Staff introductions	4
Tuesday, September 23		
A.M.	Record Keeping	
	Attendance	
	Observation	
	Activity Reports	
	Inventory	3
P.M.	O.J.T.	4
Wednesday, September 24		
A.M.	Gym - N.Y.U.	
	Individual and Duo Sports Workshop	
	Bowling	
	Badminton	
	Table Tennis	
	Billiards	
	Shuffleboard	3
P.M.	O.J.T.	4
Thursday, September 25		
A.M. and P.M.	O.J.T.	7
Friday, September 26		
A.M.	Discussion	3
P.M.	O.J.T.	4

Eighth Week on Job
(Second Week at Third Agency)

Monday, September 29		
A.M.	Continue discussion on Record Keeping	3
P.M.	O.J.T.	4

	Priorities	No. Hours
Tuesday, September 30		
A.M.	Leadership Techniques	3
P.M.	O.J.T.	4
Wednesday, October 1		
A.M.	Pre-school Activities Gym (N.Y.U.)	3
P.M.	O.J.T.	4
Thursday, October 2		
A.M.	Leadership techniques	3
P.M.	O.J.T.	4
Friday, October 3		
A.M.	Leadership techniques	3
P.M.	O.J.T.	4

Ninth Week on Job
(Third Week at Third Agency)

Monday, October 6		
A.M. and P.M.	O.J.T.	7
Tuesday, October 7		
A.M. and P.M.	O.J.T.	7
Wednesday, October 8		
A.M.	Review of skills - Individual groups	3
P.M.	O.J.T.	4
Thursday, October 9		
A.M.	Discussion	3
P.M.	O.J.T.	4
Friday, October 10		
A.M.	All groups at N.Y.U. Evaluation of trainees, staff and agency Assignment and discussion of Individual placements	7

Weeks of October 13th, 20th, and 27th - Individual Placements.

Appendix XIII-A

NEW CAREERS IN RECREATION TRAINING PROGRAM

Name_____ Date_____

Situations

Directions: A number of real-life situations are presented below. These could happen in everyday life in your work. In each instance, what would you do if this situation came up and you were the recreation assistant on the scene. Remember, you are conducting an activity when this happens and there is no other recreation person right on the floor with you at that time. Write as fully as you wish to make sure that your ideas are complete.

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1. In the midst of an activity, a patient becomes violently ill and seems to be in pain. What would you do in this case?

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2. Without your having provoked the situation or done anything that you can see to anger him, a patient talks back to you in a "fresh" manner. What would you do in this case?

---

3. While you are organizing a recreation activity, a patient who has been cooperative in the past all of a sudden becomes negative and refuses to participate. What would you do in this case?

4. While you are taking charge of an activity, your supervisor comes over and tells you to run the activity in a different way. What would you do in this case if you believed that your supervisor was not correct in his suggestion?

---

5. During an activity on the children's service, a youngster aged 8 comes over to you and for no good reason kicks you. What would you do in this case?

---

6. In the middle of an activity, an essential piece of equipment breaks down and you can't repair it nor can you get someone to repair it for you for some time to come. In the meantime, the group is doing nothing. What would you do in this case?

---

7. You have put a great deal of time and effort in planning a big party for your group and have invited an entertainer to come down and take part in the program. At the last minute, the entertainer calls up and says that he cannot come. What would you do in this case?

---

8. Your group and you have planned an outdoor activity very carefully. The patients and the staff seem to be looking forward very much to this event. At the time that the event is to be held, it rains very heavily making the activity impossible to hold. What would you do in this case?

9. You have planned a very special activity for your group and this activity cannot be carried on without you. At the last moment, you feel so sick that you're not sure whether you can handle the activity; yet you don't want to disappoint the participants. What would you do in this case?

---

10. You have planned a worthwhile activity on a ward and for no good reason the nurse on the ward says that you can't run that activity on that day. Consider the fact that the patients are looking forward to the activity and cannot leave the ward. You may not be able to arrange for it again for weeks. What would you do?

---

11. A patient on one of the wards is very anxious to participate in an activity but hasn't been medically approved for participation in such activities. You explain to the patient why he can't take part but he insists upon participating anyway. What would you do in this case?

---

12. A patient comes over to you and complains about the doctors, the nurses, and others in the hospital. Some of the things he says are pretty upsetting to you. What would you do in this case?

13. During an activity, a patient keeps monopolizing your time. He insists on talking with you confidentially when you should be giving your time to the group. Yet, you know that his feelings are easily hurt. What would you do in this case?

---

14. One of the social workers in the hospital calls you in and tells you that you haven't been treating a patient right as she sees it. But, you feel that you have been doing the right thing in your work with this patient. What would you do in this case?

NEW CAREERS IN RECREATION TRAINING PROGRAM

Name_____ Date_____

Concepts Test

Directions: In each item listed below indicate whether you agree or disagree with the idea.

If you agree with the idea more than you disagree with it, circle the letter "A".

If you disagree with the idea more than you agree with it, circle the letter "D".

Don't omit any items. Be sure to circle one of the two possibilities for each one.

A D 1. When working as a recreation assistant in a hospital or an agency, you will probably work only with other recreation people and not with people from other fields like nurses, doctors, etc.

A D 2. If you are really doing your job as a recreation assistant, the patients will become dependent upon you for their recreation.

A D 3. Your main job as a recreation assistant will be to get activities organized on your own.

A D 4. No matter how badly a person is disabled, the recreation assistant can find some things the person can do.

A D 5. If a disabled person enjoys certain activities but he can't do them in the ordinary way, the only thing to do is to find other activities that can be just as enjoyable for him.

A D 6. In some cases, for a limited time, it may be helpful for a patient to take part in recreation only with people who have his kind of disability.

A D 7. If non-handicapped people go to the race track to bet on horses, the handicapped should have the same opportunities to do so, if they want to.

A D 8. The first goal of recreation is to help the disabled person to learn to do certain things.

A D 9. In conducting a recreation program for a group of physically disabled people, it is better to schedule only one activity at a given time rather than give them choices of several things to do at that time.

A D 10. Recreation work just comes to a person naturally. If a person has it, he can do the work, if not, there isn't much that training can do to change things.

A D 11. So that disabled people don't get too attached to you, it is better as a recreation assistant to treat them courteously but not in too friendly a way.

A D 12. If a disabled person asks you something and telling him the truth would hurt him, the best thing you can do is to avoid the full truth.

A D 13. If a recreation assistant is having a good time on his job, the chances are that the disabled people he is serving will be enjoying the activities.

A D 14. Recreation should be something in which the disabled person doesn't have to strain his mind or his body to enjoy.

Appendix XIII-C

NEW CAREERS IN RECREATION TRAINING PROGRAM

Name_____ Date_____

Incomplete Sentences

In each item listed below, a sentence is left incomplete. Please complete each of these sentences writing fully and completely. Do not just write a word or two. Tell how you feel in response to the item, making your finish to the sentence as long as necessary.

---

1. A good recreational assistant is a person who

---

2. The things that I have that will help me to become a recreational assistant are

---

3. The things that I have that will make it harder for me to become a good recreation assistant are

---

4. A good recreation assistant is able to organize different types of activities. As far as this goes, my ability to organize things is

---

5. A good recreational assistant has to be able to "take" people who are very sick, disabled, and different in their ways of doing things. As far as this is concerned, my ability to accept such people is

6. A good recreational assistant has to know a lot about sports and games. As far as this is concerned, I think that I

---

7. A good recreational assistant has to be able to guess pretty well what makes different people tick. As far as this is concerned, I think that I

---

8. A good recreational assistant has to have a bright outlook on things and be cheerful most of the time. As far as this is concerned, I think that I

---

9. A good recreation assistant sometimes has to act fast in an emergency. As far as this is concerned, I think that I

---

10. A good recreational assistant has to take directions from his boss and a lot of other people in the hospital or the agency. As far as this is concerned, I think that I

---

11. I think that the greatest difficulty I will have in learning to be a recreational assistant will be

12. I think that the easiest thing I will have to learn about being a recreational assistant will be

---

13. After being a recreational assistant for a period of time, I would like to become a

---

14. In my work as a recreational assistant, the group of people I would most like to work with is

---

15. In my work as a recreational assistant, the group of people I would rather not work with is

---

16. The thing that makes me most nervous about becoming a recreational assistant is

---

17. The way I see it, the chance to learn to become a recreational assistant will change things for me by

18. There are some people who want to spend their lives helping other people. As for myself, I

_____

19. If I had a chance to follow any career in the world, I would like to be

_____

20. The most important thing I hope to get out of this program is

Appendix XIII-D

NEW CAREERS IN RECREATION TRAINING PROGRAM

Name_____ Date_____

Information Test

Make a circle around either the T or the F next to each question. If the question seems to be true, make the circle around the letter "T". If the question seems to be false, make the circle around the letter "F". Answer every question.

T F 1. A recreation assistant should be able to organize parties for large groups of patients with little or no help from his supervisor.

T F 2. If an organization or a hospital says that no one is to be given recreational service unless the doctor says it's okay, this is called a policy.

T F 3. If a recreation assistant has problems on the job, he should go first to the head nurse to talk them over.

T F 4. In your job as a recreation assistant, it would be okay for you to help out in the game room or lounge.

T F 5. The only difference between a volunteer and a recreation assistant is that the recreation assistant gets paid for his work and the volunteer does not.

T F 6. As long as a recreation assistant keeps a patient busy and happy, it's not necessary for him to know much about the patient's problems.

T F 7. A person who must use a wheelchair but who is otherwise in good health can do practically everything in recreation that anyone else can do.

T F 8. A person who is sick or disabled probably doesn't need as much recreation as a person in good health.

T F 9. Even people who are unable to stand or walk can play basketball or volleyball.

T F 10. When you see a blind person trying to get somewhere in the building but he doesn't seem to be able to do so, take him by the arm and lead him there.

T F 11. A person who is severely physically handicapped almost always needs activities that have been especially set up for people with this disability.

T F 12. During a recreational program, when you need to speak to a blind person, it is better to raise your voice a little louder for him.

T F 13. There are some sports activities in which a bed-bound person can take part.

T F 14. There is not much use setting up an activity using clay modeling for a person who has very little use of his hands.

T F 15. Under most conditions, it is better for everyone if handicapped people take their recreation with other disabled persons.

T F 16. If a person in a wheelchair is started in a game that requires him to use a ball, someone should always be around to retrieve the ball for him in case it drops to the floor.

T F 17. When a handicapped person falls to the floor and does not seem to be hurt by the fall, it is better not to help him get up until he seems to want you to do so.

T F 18. Before taking a handicapped group to a museum, the only thing about the physical lay-out that you would need to know is whether there are steps leading into the building.

T F 19. In arranging activities for a person on crutches who really knows how to use his crutches, there is very little you have to do to make the recreational area safe for him.

T F 20. Unless special equipment is set up for them, some handicapped people will be unable to take part in certain activities.

T F 21. Most public parks and recreation areas are set up so that severely handicapped people can use them.

T F 22. Different handicapped groups should get their recreation separately, that is, the blind should have activities with other blind people and the mentally retarded should have activities with other mentally retarded people.

T F 23. When pushing someone in a wheelchair and entering an elevator, it is best to push the wheelchair in so the person in the chair faces the back of the elevator.

T F 24. With the proper equipment, a person in a wheelchair can enjoy gardening activities, including the planting of seeds.

T F 25. If a patient tells you that some recreation equipment is broken, it is best to tell him to report it to the head nurse.

T F 26. The best way to avoid accidents due to faulty equipment is to examine the equipment before it is used in an activity.

T F 27. If some patients do not seem to want to take part in an activity you are organizing it shows that they don't have the necessary skills to take part in this activity.

T F 28. Wherever possible, it is desirable to get as many patients as possible participating in a large-scale activity such as a party or an entertainment.

T F 29. In planning a craft activity, the first thing is to decide which craft you are going to have the group work with.

T F 30. Square dancing might be a good party activity for some wheelchair patients.

T F 31. Probably the best activity that can be planned for someone who is bed-bound is television.

T F 32. A blind person should not be asked to take part in bowling because it will be too frustrating for him.

T F 33. Badminton is a game that resembles volleyball in some respects.

T F 34. Croquet is a game that is played on a table and involves spinning a dial and moving little pieces around a board.

T F 35. Before teaching a group to play volleyball, there are other games that you can teach them first that will lead up to volleyball.

T F 36. The first step in teaching any new activity is to explain the rules in detail.

T F 37. A kind of a race in which two or more people are on the same team and each runs a part of the distance is called a relay.

T F 38. A game in which one or more people are in the middle and the other players are around them is called a circle game.

T F 39. The most important thing in planning a trip for a group of patients is arranging for the transportation.

T F 40. In teaching a craft to disabled persons, the most important thing is to get them to do a perfect job.

T F 41. Fathers' day is generally a good holiday around which to plan a special event.

T F 42. Handicapped and ill persons have so many troubles that it is best not to burden them with the responsibility of planning some of their own activities.

T F 43. A good activity leader usually is someone who has singing, dancing, or athletic talents.

T F 44. A recreational assistant who works with handicapped and ill persons should show that he feels sorry for the troubles they are having.

T F 45. In conversation with a patient who has a disability, it usually is better to talk frankly about the disability.

T F 46. If it takes a disabled person a very long time and a great deal of effort to do something for himself, as far as recreation goes, it may be better to do it for him.

T F 47. There are some disabled people who probably would be better off taking part in no recreational activities.

Appendix XIV-A

NEW CAREERS IN RECREATION PROGRAM

Trainee Rating Form

Trainee _____ Date _____

Observer _____ Length of Observation _____

Activity Observed _____

No. of Participants _____ Age Range of Participants _____

Area _____

Rating Scale: 4= Outstanding; 3= Good; 2= Fair; 1= Weak; X= Not Applicable

COMMENTS		Please Check One 4	3	2	1	X.
Facility	Ventilation					
	Heating					
	Lighting					
	Cleanliness					
	Attractiveness					
	Safety					
Equipment and Supplies	Suitability for Activity					
	Appropriateness for group involved					
	Adequate for all participants					
	Completeness					

COMMENTS		4	3	2	1	X
Equipment and Supplies (cont'd)	General condition					
	Checked for safety					
Preparation for Activity	Evidence of having planned activity					
	Appropriateness of physical set-up					
	Selection and gathering of equipment and supplies					
	Knowledge of activity					
Organization and Conduct of Activity	Punctuality in starting					
	Getting and holding attention					
	Attitude of respect toward group					
	Attitude of enthusiasm toward activity					
	Step by step presentation					
	Clarity of explanations					
	Demonstration					
	Allowance of optimum time for participation					
	Pacing and timing					
	Appropriate conclusion					
	Ability to set limits					
Trainee-Participant Interaction	Ability to behave therapeutically toward individuals in the group					

COMMENTS		4	3	2	1	X
Trainee-Participant Interaction (cont'd)	Sensitivity to group needs					
	Knowledge of group abilities					
	Awareness of group interest					
	Sensitivity to individual needs					
	Sensitivity to changes in the group					
	Ability to organize groups					
	Ability to handle disruptions					
Personal Qualities	Appearance					
	Appropriate attire					
	Voice and diction					
	Conscientiousness					
	Creativity					
	Ingenuity and resourcefulness					
	Can easily adapt to situation					

Appendix XIV-B

NEW CAREERS IN RECREATION PROGRAM

Trainee Evaluation of Agency Experience

Name _____

Agency _____

Supervisor(s) _____ Date _____

1. How do you feel about the supervision you are receiving?

   a) too much /__/ b) too little /__/

   Comments:

   _____

   _____

2. Have you had an opportunity to:

   a) plan activities (Yes /__/ No /__/)

   b) work with a group (or an individual) by yourself (even though other staff may be in the vicinity) (Yes /__/ No /__/)

   c) attend a staff meeting (Yes /__/ No /__/)

3. Do you feel you are accepted by the recreation staff of the agency? (Describe briefly what makes you feel accepted or not accepted.)

4. Do you feel you are accepted by other staff members of the agency? (Describe briefly what makes you feel accepted or not accepted.)

5. Do you feel you are accepted by the patients (or individuals) with whom you work? (Please give a brief description of an incident or incidents to account for your feeling.)

6. a) Of the things you learned in class, what has been most useful in terms of what you are required to do on the job? (Please list)

   b) What has been the least useful? (Please list)

7. From your experience so far, what additional information do you think should have been covered in class? (List examples)

8. What new things have you learned so far in your on-the-job training? (Please list)

9. What do you hope to have learned by the end of the training period?

10. Is there anything you would like to do on the job that so far you have not had an opportunity to do?

CERTIFICATE OF COMPLETION

THIS CERTIFIES THAT

_____

has completed a _____ hour training program for Recreation Assistants with special emphasis on work with the ill, handicapped and aged.

This special program was conducted by New York University, School of Education, Division of Physical Education, Health and Recreation.

_____
Doris L. Berryman
Project Director

_____
Rudolph H. Shelton
Project Coordinator

_____
Instructor

Dated _____

Appendix XVI

COURSE CONTENT
SECOND TRAINING CYCLE

Orientation Period Schedule

Should include:

1.	Testing	1 day
2.	Field trips (3 or 4 agencies)	2 days
3.	Movies (Dehumanization and Cast No Shadow)	1 day
4.	Skill Workshops	
	Crafts	1 day
	Dance	½ day
	Sports (Individual and Team)	½ day
	Pre-school Music	½ day
	Social Activity (exercise in planning)	½ day
5.	Introduction to Disabilities	½ day
6.	Orientation to Recreation for Special Groups	½ day
7.	Understanding Normal Growth and Development	½ day

First Week Orientation

Monday, January 5

9:00-10:00	Registration Coffee
10:00-11:00	Orientation - Philosophy and goals of Training Program
11:00-12:00	Testing
12:00-1:00	Lunch
1:00-3:00	Testing
3:00-3:15	Coffee Break
3:15-3:30	Social Game (Stop and Talk)
3:30-5:00	Course Outline Announcements Discussion of Program

Tuesday, January 6

9:00-10:30	Testing
10:30-12:00	Group discussion in three groups - Philosophy of Recreation
12:00-1:00	Lunch
1:00-5:00	Understanding Normal Growth and Development

Tuesday, January 6 (cont'd)

1:00-5:00 (cont'd)	Films Early Childhood and Pre-adolescence -- "Social Development" Adolescence and Adults -- "Age of Turmoil" Aging -- "The Proud Years" Discussion

Wednesday, January 7

9:00-12:00	Understanding disabilities Film -- "Dehumanization" Chronic and Acute Deaf Blind Mentally Retarded Cerebral Palsy Mental Illness
1:00-5:00	Skill Workshop - Crafts (flower making, work with clay and tie-dying)

Thursday, January 8

All day	Trips to two agencies

Friday, January 9

9:00-12:00	Orientation to Recreation for Special Groups Film on Camping for emotionally disturbed and discussion Lecture and discussion on Adaptive Sports Development of Social Skills Hobbies

Second Week Orientation

Monday, January 12

9:00-12:00	Introduction to Social Recreation- Program Planning for party on Friday
12:00-1:00	Lunch
1:00-5:00	Skill Workshop - Music and Rhythmic Activities for Young Children

Tuesday, January 13

9:00-12:00	Skill Workshop - Sports (Volley Ball, Basketball Games, Badminton) and Introduction to Folk Dancing

Tuesday, January 13 (cont'd)

12:00-1:00	Lunch
1:00-5:00	Crafts Workshop - (Scrap Crafts -- telephone wire, paper, cloth, etc., and Plaster jewelry and plaque making)

Wednesday, January 14

All Day	Trip to two agencies

Thursday, January 15

9:00-12:00	Introduction to Report Writing and Record Keeping and Set-up Newsletter with discussion group
12:00-1:00	Lunch
1:00-5:00	Dramatic Activities, Music and table games

Friday, January 16

9:00-12:00	Party using skills learned so far games (social) music dance dramatic activities
12:00-1:00	Lunch
1:00-3:00	General information on Training Sites Safety Ethics Group assignments Meetings with Group Instructors
4:00-5:00	Coffee and Questions

First Week on Job
(First Week at First Agency)

	Priorities	No. Hours
Monday, January 19		
A.M.	Class orientation	1
	Agency orientation	
	Agency philosophy	
	Description of agency population	
	Safety procedures	
	Staff policies	1½
	Summary	½
P.M.	Observation	
	Staff introductions and tour of agency	4

Tuesday, January 20		
	Priorities	No. Hours
A.M.	Class discussion Trainee impressions	1
	Philosophy of Recreation and its application to population now being served	
	Discussion of text and handbook	2
P.M.	O.J.T.*	4
Wednesday, January 21		
A.M.	Introduction to Leadership skills	3
P.M.	O.J.T.	4
Thursday, January 22		
A.M.	Introduction - Adaptation of Activities for types of patients to be served	
	Work on newspaper	3
P.M.	O.J.T.	4
Friday, January 23		
A.M.	Skills training and leadership techniques	3
P.M.	O.J.T.	4

Second Week on Job
(Second Week at First Agency)

Monday, January 26		
A.M.	Leadership and skill training	3
P.M.	O.J.T.	4
Tuesday, January 27		
A.M. and P.M.	Same as Monday	7
Wednesday, January 28		
A.M.	Program planning (plan a party for following week)	3
P.M.	O.J.T.	4
Thursday, January 29		
A.M.	Sports and Active games (All groups at N.Y.U.)	3
P.M.	O.J.T.	4
Friday, January 30		
A.M. and P.M.	Introduction to Group Dynamics Review of material covered	7

* On the job training

	Priorities	No. Hours
	Third Week on Job (Third Week at First Agency)	
Monday, February 2		
A.M. and P.M.	O.J.T.	7
Tuesday, February 3		
A.M.	Final party plans and skill training	3
P.M.	O.J.T.	4
Wednesday, February 4		
A.M.	Conduct party for patients	3
P.M.	O.J.T.	4
Thursday, February 5		
A.M.	Evaluation of trainees, staff and agencies; orientation to new agency	3
P.M.	O.J.T.	4
Friday, February 6		
A.M.	Workshop - Papier mache - (All groups at N.Y.U.)	3
P.M.	General trainee Conference	4
	Fourth Week on Job (First Week at Second Agency)	
Monday, February 9		
A.M.	Agency orientation Agency philosophy Description of agency population Safety procedures Staff policies	3
P.M.	Observation and tours of agency Staff introductions	4
Tuesday, February 10		
A.M.	Class discussions Trainee impressions	1
	Recreation philosophy and its application to population now being served	2
P.M.	O.J.T.	4

	Priorities	No. Hours
Wednesday, February 11		
A.M.	Introduction to emergency and safety procedures	3
P.M.	O.J.T.	4
Thursday, February 12		
A.M.	Leadership and skill training Work on newspaper	3
P.M.	O.J.T.	4
Friday, February 13		
A.M. and P.M.	Lecture and discussion on starting Special Interest and Hobby Groups	7

Fifth Week on Job
(Second Week at Second Agency)

Monday, February 16		
A.M.	Continue discussion on starting interest and hobby groups	3
P.M.	O.J.T.	4
Tuesday, February 17		
A.M.	Developing Communication Skills Team Concept Concepts on Interpersonal Communication	3
P.M.	O.J.T.	4
Wednesday, February 18		
A.M.	Program evaluation Records and Reports Review Log Writing	3
P.M.	O.J.T.	4
Thursday, February 19		
A.M.	Continue Tuesday A.M. (Communication skills) Skill training Introduction to planning out-trips	3
P.M.	O.J.T.	4
Friday, February 20		
A.M. and P.M.	O.J.T.	7

	Priorities	No. Hours
	Sixth Week on Job (Third Week in Second Agency)	
Monday, February 23		
A.M.	Assist in conducting patient out-trip	3
P.M.	O.J.T.	4
Tuesday, February 24		
A.M.	Review of skills	3
P.M.	O.J.T.	4
Wednesday, February 25		
A.M.	Trainees conduct party for patients	3
P.M.	O.J.T.	4
Thursday, February 26		
A.M.	Evaluation of trainees, staff and agency; preparation for new agency assignment	3
P.M.	O.J.T.	4
Friday, February 27		
A.M.	Workshop on scrap crafts (All groups at N.Y.U.)	3
P.M.	General conference (All groups)	4
	Seventh Week on Job (First Week at Third Agency)	
Monday, March 2		
A.M.	Agency orientation Agency philosophy Description of agency population Safety procedures Staff policies	3
P.M.	Agency tour and observation	4
Tuesday, March 3		
A.M.	Social and Communication Skills Interviews Role playing	3
P.M.	O.J.T.	4

	Priorities	No. Hours
Wednesday, March 4		
A.M.	Budgets and Resources Skill Training	3
P.M.	O.J.T.	4
Thursday, March 5		
A.M. and P.M.	All day session on aged Discussion and role playing - motivation and re-motivation techniques	7
Friday, March 6		
A.M.	Planning special events	3
P.M.	O.J.T.	4

Eighth Week on Job
(Second Week at Third Agency)

Monday, March 9		
A.M.	Poster and Bulletin Boards	3
P.M.	O.J.T.	4
Tuesday, March 10		
A.M.	Conduct patient party	3
P.M.	O.J.T.	4
Wednesday, March 11		
A.M. and P.M.	O.J.T.	7
Thursday, March 12		
A.M.	Review of emergency and safety procedures	1½
	Writing resumes	1½
P.M.	O.J.T.	4
Friday, March 13		
A.M.	Group Discussion and newspaper	3
P.M.	O.J.T.	4

Ninth Week on Job
(Third Week at Third Agency)

Monday, March 16		
A.M.	Skill Training	3
P.M.	O.J.T.	4

	Priorities	No. Hours
Tuesday, March 17		
A.M.	Review of concepts of analyzing activities for adaptation for special groups	3
P.M.	O.J.T.	4
Wednesday, March 18		
A.M.	Review of skills - Individual groups	3
P.M.	O.J.T.	4
Thursday, March 19		
A.M.	Discussion of Job Placements Evaluation of Agency	3
P.M.	O.J.T.	4
Friday, March 20		
A.M.	Workshop on use and care of movie and slide projectors, phonographs, and tape recorders	3
P.M.	Evaluation of trainees, staff, and agencies	2
	Discussion of individual placements	2

Weeks of March 23, 30 and April 6 - Individual Placements

Appendix XVII

TRAINEE RATING RECORD

1. Attendance	0 20 30 40 Can't be depended on; often absent	50 60 70 Moderate number of absences	80 90 100 Rarely absent
2. Appearance appropriate to job	0 20 30 40 Unsatisfactory and neglectful	50 60 70 Sometimes dressed inappropriately	80 90 100 Dress always neat and appropriate
3. Leadership	0 20 30 40 Creates fear; Drives instead of leads; Creates antagonism	50 60 70 Fairly successful in direction of others	80 90 100 Outstanding leader respect of others and brings out their best efforts
4. Organizing ability	0 20 30 40 Unable to organize	50 60 70 Plans work fairly well	80 90 100 Excellent organizer and planner, can delegate
5. Ability in instructing	0 20 30 40 Poor instructor Does not prepare or communicate effectively	50 60 70 Fairly effective; sometimes has difficulty	80 90 100 Highly effective; shows skill and courage in difficult situations
6. Control and Discipline	0 20 30 40 Discipline weak; lacks effective and consistent control	50 60 70 Moderately successful in discipline	80 90 100 Highly effective
7. Judgement	0 20 30 40 Judgement poor or inconsistent	50 60 70 Usually uses good judgement	80 90 100 Exceptionally sound judgement
8. Initiative	0 20 30 40 Little initiative; lacks resourcefulness	50 60 70 Some initiative; fairly resourceful	80 90 100 Dynamic self-starter; resourceful and creative
9. Responsibility	0 20 30 40 Poor; cannot be counted on	50 60 70 Usually accepts responsibility; sometimes fails to carry out assignments	80 90 100 Eagerly welcomes responsibility and carries out tasks independently

Name: _____

Date: _____

Period: _____

Total score: _____

Check one:

Unsatisfactory _____ Satisfactory _____ Outstanding _____

Appendix XVIII

REFERENCES USED IN TRAINING

A. Genereal Recreation Books:

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